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ABSTRACT

This packet of materials is a compilation of materials from the "Library Use Instruction" class (LIS 450AC) in the Graduate School of Library and Information Science at the University of Illinois. This half-credit course, which is designed to prepare librarians to teach library skills to users, reviews the history of bibliographic instruction, as well as the knowledge and skills necessary to plan, implement, and evaluate user education in diverse settings. Throughout the course students explore learning theory, educational methods, instructional design, administrative structures, evaluation, and the research process in relation to bibliographic instruction. Included in this packet are the course syllabus, descriptions of the class scenarios, assignments, course bibliographies, and outlines for lectures on the following topics: (1) introduction to bibliographic instruction (BI); (2) conducting a needs assessment; (3) writing goals and objectives; (4) teaching CD-ROM; (5) learning theories and BI; (6) BI for persons with disabilities and for non-traditional learners; (7) BI in technological environments; (8) instructional design and its methods; (9) organizations and decision making (i.e., the organization of BI responsibilities, politics, funding, documentation, marketing); (10) evaluating performance; and (11) education for BI and professional involvement. A 37-item selected bibliography and a needs assessment questionnaire are included. (MAB)

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**Teaching Librarians to Teach:
A Course in Library Use Instruction**

ED341389

**Syllabus
Lecture Outlines
Assignments
Scenarios
Bibliographies**

**Lizabeth Wilson
Head, Undergraduate Library and
Associate Professor of Library Administration**

**University of Illinois
at Urbana-Champaign**

September 1991

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UNIVERSITY OF ILLINOIS
Graduate School of Library and Information Science
Urbana - Champaign

LIS 450AC
Betsy Wilson

Library Use Instruction
Fall 1990
1/2 Unit Credit

Tuesday
6:30 to 8:30 p.m.
307 David Kinley Hall

Office Hours: Mondays 10 a.m. to 11:30 a.m.
Wednesdays 4 p.m. to 5 p.m.
By appointment also

Office: Undergraduate Library
333-3489

I. COURSE DESCRIPTION

LIS 450AC "Library Use Instruction" is designed to provide you with a review of the history of bibliographic instruction, as well as the knowledge and skills necessary to plan, implement, and evaluate user education in diverse settings. Throughout the course, you will explore learning theory, educational methods, instructional design, administrative structures, evaluation, and the research process in relation to bibliographic instruction.

II. MAJOR COURSE OBJECTIVES

On successful completion of the course, you will be able to:

1. appreciate the role and impact of bibliographic instruction in libraries and other educational settings;
2. distinguish between different levels and modes of bibliographic instruction;
3. design, implement, and evaluate instruction in a given setting;
4. identify appropriate literature and recognize relevant professional organizations for bibliographic instruction.

III. COURSE REQUIREMENTS

A. Required Readings

I expect you to complete readings before coming to class. Class lectures and activities are designed to build on the readings. Your contribution to class should demonstrate your familiarity with the readings.

B. Class Participation

I expect active participation from each of you. I believe that a lively exchange of ideas, concerns, and solutions will contribute to the learning process.

C. Fieldwork

You will have numerous opportunities to take part in fieldwork in bibliographic instruction. You are required to take part in one group instruction opportunity and one individual instruction opportunity. The group instruction opportunities include: 1) presentation on finding statistics to students enrolled in Economics 173; 2) Online Catalog Workshops; and 3) teaching Subbies (7-8th graders at University High School) basic library skills. The individualized instruction opportunity will be gained from working 4 hours at the CD-ROM Desk and 4 hours at the Term Paper Counseling Desk in the Undergraduate Library.

D. Memo to Administrator

You will write a one-page memo to the administrator designated in the scenario briefly delineating the rationale behind the instruction program developed in the term project as well as a recommendation for appropriate action. Sample memos will be provided on October 23. Memos are due in class on November 6.

E. Class Presentation

You will give a presentation on the program you have developed for the scenario. Presentations will be given on November 20 and 27. Presentations will be videotaped by the Office of Instructional Resources to provide students with individual feedback on their presentation techniques.

F. Term Project

You will design a bibliographic instruction program to fit one of the ten scenarios provided or for a scenario developed by you and approved by me. Based on an actual situation, each scenario describes an institution, user population, library resources, the political situation, and the administrative set-up. The term project will be a document of 6-8 typewritten pages including a bibliography. Scenarios and term project guidelines will be distributed on the first day of class. Term projects are due in class on December 10.

G. Examination

There will be no final examination.

IV. DUE DATES

November 6: Memo to Administrator

November 20 and 27: Class Presentation

December 10: Term Project

V. REQUIRED TEXTS

There are no required texts for this course. However, you are expected to complete readings held on reserve at the Library and Information Science Library in 306 Main Library.

VI. GRADING CRITERIA

Classroom Participation	10%
Fieldwork	30%
Memo	10%
Class Presentation	10%
Term Project	<u>40%</u>
	100%

***** COURSE OUTLINE *****

TUESDAY, AUGUST 28

Introduction to course (requirements, syllabus, etc.)

Definition of bibliographic instruction (BI); rationale for and objectives of BI; history and background; state of the field; literature of BI; professional organizations.

Term project assignment will be distributed.

Activity: Needs assessment of LIS 450AC students.

READINGS FOR SEPTEMBER 4

- 025.5205 Breivik, Patricia S. "Politics for Closing the Gap," The Reference Librarian (Number 24, 1989), pp. 5-16.
- 025.56 Beaubien, Anne, Sharon A. Hogan, and Mary W. George. Learning the Library (1982), pp. 9-29.
- uncat Arp, Lori L. "Information Literacy or Bibliographic Instruction: Semantics or Philosophy," In Press. RQ (Sept. 1990) 4 pages.
- uncat Gorman, Michael. "Send for a Child of Four! or Creating the BI-less Academic Library," In Press. Library Trends (Winter 1991) 15 pages.
- uncat American Library Association. Presidential Commission on Information Literacy. Final Report. (Chicago: American Library Association, 1989) 17 pages.
- 020.5 Rice, James. "The Hidden Role of Librarians," Library Journal 114 LJ (January 1989), pp. 57-59.

TUESDAY, SEPTEMBER 4

Information literacy. BI, and the BI-less library

Needs assessment; determining user needs; user surveys; interviews, questionnaires; testing.

Results of LIS 450AC needs assessment survey.

Activity: Assessing needs of diverse populations.

READINGS FOR SEPTEMBER 11

- 027.705 "Model Statement of Objectives for Academic Bibliographic
C02 Instruction," College and Research Libraries News (May 1987),
pp. 256-261.
- 025.56 Learning the Library, pp. 31-44.
B381
- 027.705 "Toward Guidelines for Bibliographic Instruction in Academic
C02 Libraries," College and Research Libraries News (May 1975),
pp. 137-139; 169-171.

TUESDAY, SEPTEMBER 11

Goals and objectives; setting objectives; types of objectives; benefits
of objectives; future of objectives.

Special presentation: Model Statement of Objectives

Activity: Writing Objectives

READINGS FOR SEPTEMBER 18

- 027.705 Allen, Gillian. "Database Selection by Patrons Using CD-ROM,"
C0 College and Research Libraries 51 (Jan. 1990), pp. 69-75.
- 025.5206 Allen, Gillian. "Patron Response to Bibliographic Databases on
RQ CD-ROM," RQ 29 (Fall 1989), pp. 103-110.
- 025.5105 Ernest, Douglas and Holley Lange. "InfoTrac and Wilsondisc: A
RE Comparison of New Technologies," Reference Services Review 17
(Summer 1989), pp. 67-75.

TUESDAY, SEPTEMBER 18

Class will be held in Room 289 Undergraduate Library.

Teaching CD-ROM; orientation to CD-ROM Information Desk; scheduling.

READINGS FOR SEPTEMBER 25

- 027.7 Aluri, Rao and Mary Reichel. "Learning Theories and Bibliographic
L6973 Instruction," In Bibliographic Instruction and the Learning
#14 Process (1984), pp. 14-27.
- 025.5206 Tuckett, Harold W. and Carla J. Stoffle. "Learning Theory and the
RQ Self-Reliant Library User," RQ (Fall 1984), pp. 58-66.
- 026.05 Krapp, JoAnn Vergona. "Teaching Research Skills: A Critical
JU Thinking Approach," School Library Journal 34 (Jan. 1988), pp.
32-35.

- 027.805 Kuhlthau, Carol C. "Information Search Process: A Summary of
SCM1 Research and Implications for Library Media Programs," School
Library Media Quarterly (Fall 1989), pp. 19-25.
- 305 Beyer, Barry. "Critical Thinking: What Is It?" Social Education 49
SOCE (April 1985), pp. 270-276.
- 027.705 Bodi, Sonia. "Critical Thinking and Bibliographic Instruction: the
JO Relationship," Journal of Academic Librarianship 14 (July
1988), pp. 150-153.

TUESDAY, SEPTEMBER 25

Learning theories and bibliographic instruction; search strategies;
conceptual frameworks; active learning; critical thinking.

Activity: Learning game: Petals Around a Rose

READINGS FOR OCTOBER 2

- 023.8 Lucas, Linda. "Educating Librarians to Provide User Education to
T22 Disabled Students," In Teaching Librarians to Teach (1986),
pp. 97-114.
- 027.7 Wayman, Sally. "The International Student in Your Library," In
L6973 Bibliographic Instruction and the Learning Process (1984),
#14 pp. 93-109.
- 027.8 "Learners with Special Needs," In The School Librarian as Educator,
W413sc pp. 35-47.
1984
- uncat Hall, Patrick Andrew. "Relationship as Pedagogy: The Role of
Affectivity in Instructing People of Color: Some Implications
for Bibliographic Instruction," In Press. Library Trends
(Winter 1991), 17 pages.
- uncat Wilson, Lizabeth A. "Changing Users: Bibliographic Instruction for
Whom?" Paper presented at ACRL Bibliographic Instruction
Section, Think Tank II, June 23, 1989. In Press.
- 025.5105 Tomaiuolo, Nicholas G. "Reconsidering Bibliographic Instruction
RE for Adult Reentry Students," Reference Services Review (Spring
1990), pp. 49-54.

TUESDAY, OCTOBER 2

Diverse learners: international students, disabled students, remote or
invisible users, adult learners, children, multicultural populations.

Special presentation: Libraries, instruction, and diverse clienteles.

READINGS FOR OCTOBER 9

- 025.5677 King, David and Betsy Baker. "Human Aspects of Library
B471 Technology," In Bibliographic Instruction: The Second
Generation (1987), pp. 85-107.
- 027.705 Shill, Harold B. "Bibliographic Instruction: Planning for the
CO Electronic Environment," College and Research Libraries
(September 1987), pp. 433-453.
- 025.5205 Aluri, Rao. "Emerging Microcomputer Technology: Impact on
REF Bibliographic Instruction," The Reference Librarian (Number
24, 1989), pp. 213-222.
- 020.92 White, Herbert. "The Role of Information in the Modern Society,"
W5832 in Librarians and the Awakening from Innocence (Boston: G. K.
Hall, 1989), pp. 304-312.
- uncat Cardman, Elizabeth R. "The Gender Gap in Computer Use:
Implications for Libraries." In Press. Research Strategies.
- uncat Oberman, Gerise. "Avoiding the Cereal Syndrome, or Critical
Thinking in the Electronic Environment," In Press. Library
Trends (Winter 1991) 26 pages.

TUESDAY, OCTOBER 9

Bibliographic instruction in the electronic environment; online catalogs;
end-user searching; CD-ROM products; remote access; super catalogs;
technostress; the have-nots.

READINGS FOR OCTOBER 16

- 025.56 Learning the Library, pp. 45-64.
B381
- 025.5677 Svinicki, Marilla D. and Barbara Schwartz. Designing Instruction
Sv36d for Library Users (1988), pp. 43-67.
- 025.5205 Arp, Lori and Lizabeth Wilson. "Structures of Bibliographic
REF Instruction Programs," The Reference Librarian (Number 24,
1989), pp. 25-34.

TUESDAY, OCTOBER 16

Instructional design; curricular materials; structure of bibliographic
instruction; modes of instruction.

Special Presentation: Presentation Techniques.

READINGS FOR OCTOBER 23

None

TUESDAY, OCTOBER 23

Class will be held in Room 289 Undergraduate Library.

Curricular fair; media programs; interactive video; projection technology; expert systems; user interfaces.

Sample memo will be distributed.

READINGS FOR OCTOBER 30

025.56 Learning the Library, pp. 219-235.
B381

020.711 "Keeping Instruction Going," In Library Instruction for Librarians
R5412 (1988), pp. 134-148.
1989

025.5205 Zaporozhetz, Laurene. "Fifteen Ways to Meet Your User," The
REF Reference Librarian (Number 24, 1989), pp. 289-296.

027.705 Darling, John R. and E. Dale Cluff. "Social Styles and the Art of
JO Managing Up." Journal of Academic Librarianship 12 (Jan.
1987), pp. 350-355.

TUESDAY, OCTOBER 30

Management and marketing of bibliographic instruction; politics; funding;
report and memo preparation; accountability.

READINGS FOR NOVEMBER 6

025.36 ALA/ACRL/BIS. Evaluating Bibliographic Instruction (1983).
Ev13

TUESDAY, NOVEMBER 6

Evaluation techniques, uses, accountability.

Special Presentation: Evaluation techniques.

Memo to administrator due in class.

READINGS FOR NOVEMBER 13

To be assigned.

TUESDAY, NOVEMBER 13

Guest practitioners will present instruction programs developed in
diverse settings.

READINGS FOR NOVEMBER 20

Classmates' memos

TUESDAY, NOVEMBER 20

Class presentations on term projects. Videotaping by the Office of Instructional Resources.

TUESDAY, NOVEMBER 27

Class presentations on term projects. Videotaping by the Office of Instructional Resources.

READINGS FOR DECEMBER 4

025.5677 Aluri, Rao and June Lester Engle, "Bibliographic Instruction
B471 and Library Education," In Bibliographic Instruction (1987),
pp. 111-124.

TUESDAY, DECEMBER 4

Education for bibliographic instruction: history and future.

Summary of semester's work.

Course evaluation.

UNIVERSITY OF ILLINOIS
Graduate School of Library and Information Science
Urbana - Champaign

LIS 450AC
Betsy Wilson

Library Use Instruction
Fall 1990

SCENARIOS FOR TERM PROJECT

Choose one of the scenarios presented below and develop your term project based on the information in the scenario. You may choose to work individually or consult with other students who have chosen the same scenario, but each student must submit his or her individual term project on December 5. For a suggested outline of what to include in your term project, please refer to the term project guidelines. If you are not inspired by one of these scenarios, you are encouraged to develop one of your own. If you choose to develop your own, please discuss your scenario with me. Should you choose to develop your own, you will need to develop a scenario text similar to the ones here for distribution to your classmates.

Scenarios

1. Teaching CD-Rom
2. Going Online
3. Pathological Instruction
4. Laboratory for the Gifted
5. High Tech Access
6. The Collegiate Model
7. Internationalizing the Library
8. High School Hordes
9. Playing the Stock Market
10. Fun at the Science Fair

Scenario 1: Teaching CD-Rom

Description of the Environment:

- A. Institutional setting: Large state-supported university; emphasis on research; programs particularly strong in engineering, physics, business, agriculture, and sport sciences.
- B. Library facilities and personnel: Third largest academic library in USA; 7 million volumes; 93,913 serial subscriptions; decentralized library system with over 37 departmental libraries; online catalog and automated circulation system; 120 librarians; 400 support staff; librarians are faculty.
- C. Student population: 35,152 students (total); 26,597 undergraduates; selective admission (average ACT is 27.5, national average is 18); 4% undergrads are minorities; 5% of students are foreign nationals.
- D. Faculty: 2,796 faculty members; 75% have doctorates; emphasis on research and publication; graduate assistants teach some undergraduate courses.

Directive:

You are one of six librarians in the Undergraduate Library and are also the coordinator of bibliographic instruction. Thanks to a major grant, the Undergraduate Library has been able to establish a CD-Rom site offering 13 different periodical databases. While you are delighted at receiving this major funding, you are concerned how the CD-Rom databases should be taught to the 5,000 students who use the library daily. You oversee a mature, course-integrated bibliographic instruction program which reaches all freshmen, but what about the upperclassmen who will undoubtedly want to use the new databases. Your greatest fear is that the lure of the technology will encourage students to make inappropriate and uninformed use of the databases.

You enjoy the support of the undergraduate librarians in program development. They are looking to you for some guidance on how to incorporate and teach CD-Rom but do want to be involved in any decisions. All yours! [Before you start, you need to read the special issue of Research Strategies (Winter 1984) on reserve in the LIS Library for a detailed description of the existing instruction program.]

Address your memo to the head of the Undergraduate Library.

Scenario 2: Going Online

Description of the Environment:

- A. Institutional setting: Medium-sized private university; emphasis on research as well as undergraduate education; programs particularly strong in economics, psychology, journalism, languages, theater, music, astronomy, and anthropology.
- B. Library facilities and personnel: 2.3 million volumes; 31,375 serial subscriptions; one main library with three branch libraries (tech, music, art); on-line catalog and automated circulation system; 40 librarians and 100 support staff; librarians do not have faculty status.
- C. Student population: 15,261 (total); 6,824 undergraduates; average composite ACT 1200 (national average 800); 8% of undergrads are minorities; 1% are foreign nationals; very competitive admissions.
- D. Faculty: 1,704 faculty; 90% have doctorates; graduate assistants teach a few undergraduate courses.

Directive:

You are one of eight librarians in the reference department. The head of the department has asked you to develop a comprehensive user education program which orients and instructs students and faculty in the new online catalog. In addition to patron instruction, he has asked you to outline a promotional campaign to announce the online catalog which will contain bibliographic records for all items cataloged since 1974. The paper card catalog will not be added to from this point forward. Your supervisor warns you that many of the senior faculty members are vehemently opposed to the online catalog. Although you are to involve the other reference librarians in the implementation of the program, you may also involve the four para-professionals who are employed in the reference department in carrying out the

program. Two of the other reference librarians are very uncomfortable talking in front of large groups.

Address your memo to the head of the reference department.

Scenario 3: Pathological Instruction

Description of the Environment:

- A. Institutional setting: Medical college in the context of a large state-supported university. Comprised of six semi-autonomous schools of medicine, each of which offers a particular type of curriculum. Emphasis on research, graduate-level teaching and patient care.
- B. Library facilities and personnel: Large medical library; 450,000 volumes and 6,000 serials titles; 6,000 on-line searches annually; library also functions as the regional medical library serving a ten-state region; 35 librarians; 95 support staff; librarians are faculty.
- C. Student population: Primary: 5,000 (total) of which 2,500 are graduate or professional students. The undergraduates are upperclassmen, already specializing in a health care field. Secondary: 35,000 from throughout the ten-state region who have access to the library and its services.
- D. Faculty population: Primary: 3,000 faculty involved in research, teaching and patient care. Many have private practices, are on hospital staffs or members of clinics in addition to teaching at the school. Secondary: 100,000 faculty and health care professionals involved in research, teaching and patient care throughout the ten-state region. Some are affiliated with area hospitals, veteran hospitals, national health organizations, the state department of health, racing boards, or allied professions.

Directive:

You are the coordinator for user education in the College of Medicine Library. You are also one of six librarians in the reference department. You are responsible for the overall planning, implementation, and evaluation of orientation and instruction programs. Each reference librarian is responsible for instruction liaison with several of the 26 departments in the college (i.e., nursing science, pharmacy, pathology, surgery, etc.), but you are ultimately responsible for all instruction programs.

The head of the reference department wants you to develop a model outreach/orientation program for the Department of Pathology which will be used to design programs for other departments. You are to direct your efforts toward the teaching faculty and the staff involved in patient care. Your supervisor is particularly interested in improving relations with the department, assessing their research and professional needs, and marketing online search services. Your past experience with this particular group has made you well aware of their heavy patient care and research demands as well as their need for very current, abstracted, and precise information.

Address your memo to head of reference department.

Scenario 4: Laboratory for the Gifted

Description of the Environment:

- A. Institutional setting: Combined junior and senior high school (grades 7 through 12); school funded and administered by the College of Education at a large state-supported university; school functions as an educational laboratory for the university.
- B. Library facilities and personnel: school library is part of large university library system; 12,000 volumes; 50 magazine subscriptions on microfilm; students have borrowing privileges at the university libraries; one librarian, 1/2 time graduate assistant, and one support staff member.
- C. Student population: 210 total (35 in each class); highly competitive admissions; 35% of graduating seniors are National Merit Semi-Finalists; 99.9% go to college; majority of the students are considered academically gifted.
- D. Faculty population: 25; 50% are Ph.D. students in the College of Education; emphasis on testing new and innovative teaching and educational techniques.

Directive:

You are the only librarian in the school library and have been in the position for a little over six months. You feel very strongly that library and research skills should be part of every student's general education. In fact, you have always considered yourself a teacher-librarian. Unfortunately, your predecessor did not share your philosophies, so there is no existing instruction program. You are set on developing and implementing a course-integrated instruction program for grades 7 through 12.

You are a member of the curriculum committee so are well acquainted with the educational aims of the school as well as its course structure. All students take English composition and literature courses each year as well as core courses in the pure and applied sciences and social sciences.

You are concerned that frequent teacher turn-over may cause some continuity problems when you implement your plan. Incidentally, many of the teachers have one semester appointments as part of their student training in the College of Education. You are also fearful that the students are more computer literate than you are. Many have personal computers at home and are enthralled by their capabilities.

You have always prided yourself on your high energy level--you'll need all the energy you can garner.

Address your memo to members of the curriculum committee.

Scenario 5: High Tech Access

Description of the Environment:

- A. Institutional setting: large company; major product line is computers, particularly personal computers; developing software also; rapid growth company in volatile market; corporation management rewards innovation and creative thinking; promotion from within; the headquarter complex includes five separate buildings (engineering, assembly, service and quality control, marketing, and management) located in a park setting.
- B. Library facilities and personnel: Corporate library located in the building housing the management staff. 100 reference volumes; 150 technical and management journals; 1,000 plus in-house technical reports; 10,000 drawings and blueprints; large microfiche collection of government regulations and engineering standards; on-line searching capabilities; same day document delivery service contracted through a large university library located twenty miles away; two librarians and two support staff; library staff reports to the director of research and development.
- C. User population: 4,500 employees located at the corporate headquarters; heavy users of the library's services are the 300 engineers and computer scientists on staff; the engineers and computer scientists often need instant answers, immediate online searches, and documents on demand.
- D. Faculty population: not applicable.

Directive:

You are the assistant librarian in the corporate library. One of your main responsibilities is conducting the 1,000 annual online database searches for the research and development division of the engineering department which is comprised of over 100 engineers and computer scientists. Hoping to provide better service to the department (and maybe be rewarded for your creativity) you think that the engineers and computers scientists would be better served if they did their own online searching. After all, there are plenty of terminals distributed throughout the buildings. If you need any more, you could simply pull one off of the assembly line. Money is no object as long as the money spent saves time and improves the company's product.

The head of the library is dubious about your idea to train the engineers in online searching. She is fearful of losing her job because there will be nothing for her to do. You feel her fears are unfounded but must be sensitive to her insecurities. You feel that training employees in end user searching will free up the librarians to expand information services.

Address your memo to the head of the library.

Scenario 6: The Collegiate Model

Description of the Environment:

- A. Institutional setting: Small private liberal arts college located in community of 40,000; emphasis is on undergraduate education and teaching; programs particularly strong in biology, political science, and psychology; strong tradition of librarian/teaching faculty cooperation.
- B. Library facilities and personnel: 263,000 volumes; 1,500 serial subscriptions; heavy use of interlibrary loan services; 3 librarians; 15 support staff members; librarians have faculty status.
- C. Student population: 1,113 students; all are undergraduates. 86% of students ranked in the top 1/2 of their high school graduating classes; 95% of students are from in-state; 25% of graduating seniors continue on to graduate school; 8% are minorities; 2% are foreign nationals.
- D. Faculty population: 95 faculty; graduate assistants do not teach classes as there are no graduate students; faculty receive tenure based on teaching.

Directive:

You have been newly hired as a reference and instruction librarian. There is already a strong orientation program in place for all incoming freshmen enrolled in English composition courses requiring a research paper. You have been hired partly because of your undergraduate degree in the hard sciences. The director of the library would like to expand the instruction program to include upper level undergraduates, particularly those enrolled in subject-specific research classes. Given the fact that the instruction program already operating does an excellent job of introducing students to the library and its services, a general search strategy, and the processes necessary to do research at the college library, you are to develop a program which will introduce biology majors to the idiosyncracies of doing research in the field of biology, the information structure in the sciences, scientific communication, reference tools specific to the field, as well as online databases. Each biology major must take a junior and senior level seminar in biology. Your library director wants the subject-specific instruction to be integrated into existing biology courses and eventually a required part of all upper level courses. There are 35 biology majors in each class. The biology faculty is receptive to the idea of library instruction, but associates it with English composition courses. In fact, the faculty is much more comfortable in the lab than in the library. Your director is available for consultation; she is sorry, but due to staff shortages, you will not be able to involve any of your colleagues in the library to implement the program.

Address your memo to the director of the library.

Scenario 7: Internationalizing the Library

Description of the Environment:

- A. Institutional setting: Large state-supported university; emphasis on research; programs particularly strong in engineering, physics, business, agriculture, and sport sciences.
- B. Library facilities and personnel: Third largest academic library in USA; 7 million volumes; 93,913 serial subscriptions; decentralized library system with over 37 departmental libraries; automated circulation system; 120 librarians; 400 support staff; librarians have faculty status.
- C. Student population: 35,152 students (total); 26,597 undergraduates; selective admission (average ACT is 27.5; national average is 18); 4% are minorities; 5% are foreign nationals.
- D. Faculty population: 2,796 faculty members; 75% have doctorates; emphasis on research and publication; graduate assistants teach some undergraduate courses.

Directive:

You are one of four librarians in the Engineering Library. You spend a lot of time on the reference desk and you have observed an increasing number of international students using the library, some of them not very successfully. You have also observed that few of the students avail themselves of reference service, choosing rather to ask fellow international students in engineering for assistance. As the percentage of international students in engineering continues to grow, particularly those from Asia, you are becoming increasingly concerned about the library's ability or inability to reach and serve these students.

After discussing your concerns with your colleagues, you are asked by the head of the library to develop an user education program for international engineering students. You don't quite know how you will identify your target group, what you will teach, or how you will structure the program, but you are willing to give it a shot. Your colleagues are willing to help implement the program, but like everyone else, they are over-extended and can't be counted on to do extensive teaching. Someone suggests that there must be resource people and units on campus, like the Office of International Students, who can provide valuable assistance. Think "globally".

Address your memo to the head of the Engineering Library.

Scenario 8: High School Hordes

Description of the Environment:

- A. Institutional setting: Large public library; open to all residents of the state.
- B. Library facilities and personnel: one of the ten largest public libraries in USA; 5.2 million volumes; multiple copies of a large portion of titles; central library, cultural center, and 76 branch libraries; 342 librarians; 1,432 support staff.
- C. Student population: All students of the general metropolitan area are welcome to use the library; approximately 1 million students in area; all levels and ages; varying experience with libraries.
- D. Faculty population: The teachers at all area schools; approximately 25,000 teachers in the metropolitan area.

Directive:

You are one of twenty reference librarians in the information and reference center of the central library. Each spring hordes of high school seniors descend on the library, particularly on Saturday mornings, to work on their senior research papers. They come from all corners of the metropolitan area, from very diverse high schools, individually or in small groups. They complain that all the resources have been exhausted in their small high school libraries and that their teachers and school librarians encouraged them to go downtown to the "big" library. As each student enters the door, you go through the same general orientation talk, hoping to get them started on their research. Each seems quite harried and concerned that he/she won't finish their research before the library closes.

Exhausted from a long Saturday, you feel there must be a better way to help these students effectively use the library. You speak to the director of reader services, your boss, and she agrees with you that some type of cooperative orientation program needs to be implemented, perhaps involving the area high schools. She is so impressed by your concern that she gives you the responsibility of planning such a program. She reminds you that the staff is already stretched to its maximum, so any program you would develop must not increase their work load and, hopefully, would ease the demands on the reference staff. She says she has often thought about developing an instruction program for high school students, but has never found the time. Now it's your turn to try.

Address your memo to the head of reader services.

Scenario 9: Playing the Stock Market

Description of the Environment:

- A. Institutional setting: Medium-sized public library; member of state-wide networks; affluent community of 250,000.
- B. Library facilities and personnel: Public library supported by local tax dollars; community support for library is strong; one central library with two small branches; 250,000 volumes; 367 periodical subscriptions including 15 newspapers; large media collection; auditorium for community use; 18,000 telephone reference questions annually.
- C. User population: Any resident of the community can use the library; library borrowing privileges for non-residents for a \$50.00 annual fee; most residents are employed at one of the numerous large corporations headquartered in the area; great deal of mobility; average residency is 2 to 3 years; high density of engineers, research scientists, executives, managers; the nearest university library is 75 miles away; many area corporations do not have corporate libraries and depend on the public library for reference assistance; area businesses contribute annual fees to receive specialized services and to maintain subscriptions to business journals.
- D. Faculty population: Not applicable.

Directive:

You are one of ten reference librarians in the central library. Your particular area of expertise is business reference. Whenever a patron comes in or calls seeking investment, stock market, tax, or other related business information, he/she is almost automatically referred to you. You are finding it particularly difficult to handle the increasing level of questions and the seemingly unending demand for information about the economic outlook for literally hundreds of different companies. You are certain that many of the questions you answer are related to potential purchases of stock in companies. You see two problems: 1) how to educate and train your colleagues in the reference department in business reference; and 2) how to instruct a nebulous group of patrons who demand an inordinate amount of your time in locating information about individual companies and economic forecasting. You have helped so many investors that you are beginning to feel you should take a cut of their profits. Your director is somewhat of a traditionalist and is dubious about initiating any user education programs. You feel there is a definite need for business information seminars and that you could market them successfully. A couple of other reference librarians are supportive but don't feel they can help to any great degree because they lack the subject expertise. You know you will need all the help you can get to gain the support of the director.

Address your memo to the director of the library.

Scenario 10: Fun at the Science Fair

Description of the Environment:

- A. Institutional setting: Youth services department of a medium-sized public library; library member of regional library system; library serves community of 58,000; youth services department serves pre-school children, students of local schools (K-12, current enrollment approximately 15,000), their parents, teachers, and others.
- B. Library facilities and personnel: Public library supported by local tax dollars; community support for library is strong; one central library with two small branches; 250,000 volumes; 821 periodical subscriptions; large media collection; 20 professionals and 66 clerical.
Youth Services Department: last year, 230,000 items circulated, 18,000 attended programs, 23,000 reference questions asked; professional staff of 4.
- C. User population (Youth Services Department): Pre-school children, elementary and secondary school students; parents; teachers; caregivers; students from neighboring university.
- D. Faculty population: Not applicable.

Directive:

You are a new librarian in the Youth Services Department. You have been asked by the head of the department to develop a user education program directed at 6th to 8th graders preparing projects for the annual science fair held in the area middle schools each spring. She tells you that each March, students come to the library in the evenings separately in search of materials on their science projects as well as advice on how to display their work. The department feels that it hasn't been very effective in assisting the students because of being ill-prepared to handle their individual requests. She'd like to change all that and has asked you to develop a workshop on science fair readiness for the students.

She reminds you that you will have to work with local school teachers, media specialists, possibly parents, and of course, the other librarians in the department. You remember your own experience with a science fair in the 7th grade as an enriching and confidence-building experience. You want to insure that these students feel the same way. Have fun with the buggily wuggilies, the exploding baking soda rockets, and the remote control robots!

Address your memo to the head of the Youth Services Department.

Term Project:

Proposal for a Bibliographic Instruction Program

- I. Description of the Environment (Basic information will be supplied in scenario)
 - A. Larger institutional setting
 - B. Library facilities and personnel
 - C. User population (students, faculty, community, etc.)
- II. Program Planning
 - A. Target population
 - B. Method(s) of needs assessment
 - C. Goals & objectives
 - D. Personnel to be involved in planning
 - E. Staffing
 - F. Methods of gaining cooperation/involvement of appropriate personnel (i.e., teaching faculty)
 - G. Funding -- level and method(s)
 - H. Basic design/structure of program
- III. Implementation of Project
 - A. Timeframe for program
 - B. Marketing
 - C. Content description
 - D. Description of instructional techniques (lecture, workshop, CAI, etc.)
 - E. Curricular aids needed (text, handouts, slide-tape)
 - F. Administration of the program (including training of personnel if appropriate)
- IV. Follow-Up and Evaluation
 - A. Short-term assessment of:
 1. User Group
 2. Librarians
 3. Traditional teaching faculty (if appropriate)
 4. Effect on the library staff, materials, and resources
 - B. Long-term assessment:
 1. Suggestions for evaluation
 - C. Dissemination of findings
 1. To what journals will you submit articles
 2. Where might you present a paper
- V. Bibliography

Include a short (8-10 citations) list of relevant sources which you consulted in drawing up your proposal and which would aid you in implementing and evaluating your program.

NOTE: This is a suggested outline for your proposal. You do not have to follow this outline strictly but do address all major points.

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LIS 450AC
Betsy Wilson

Library Use Instruction
Fall 1990

BIBLIOGRAPHIC INSTRUCTION: A SELECTIVE BIBLIOGRAPHY

Bibliographies/Literature Reviews

Kirkendall, Carolyn A. and Carla J. Stoffle. "Instruction." in The Service Imperative for Libraries: Essays in Honor of Margaret E. Monroe, edited by Gail A. Schlachter, Littleton, CO: Libraries Unlimited, 1982, pp. 42-93.

Excellent, comprehensive overview of bibliographic instruction including history, major developments, and current issues: Faculty support, educational theory in instruction and administrative support. Examines user education in college and university, school, special, and public libraries. Includes a useful classified bibliography. Now somewhat dated, but still useful.

Rader, Hannelore B. "Library Orientation and Instruction--(year)." Annually in Reference Services Review. Ann Arbor, MI: Pierian Press, 1976- .

Annual, annotated bibliography covering publications for a given year.

Periodicals/Columns Devoted to Bibliographic Instruction

ACRL-BIS Newsletter. Chicago: American Library Association. Association of College and Research Libraries. Bibliographic Instruction Section, 1984- .

Reichel, Mary, ed. "Library Literacy." RQ. Chicago: American Library Association. Reference and Adult Services Division, 1980- .

LIRT Newsletter. Chicago: American Library Association. Library Instruction Round Table, 1978- .

LOEX News: The Quarterly Newsletter of the Library Orientation-Instruction Exchange. Ypsilanti, MI. LOEX Clearinghouse. Division of Educational Resources. Eastern Michigan University, 1974- .

Research Strategies: A Journal of Library Concepts and Instruction. Ann Arbor, MI: Mountainside Publishing, 1983- .

Guidelines and Recommendations

American Library Association. "Policy Statement: Instruction in the Use of Libraries." Council Document No. 45, American Library Association Annual Meeting, New York, 1980.

Provides a short statement of support for instruction in information retrieval and concludes with the statement that "The American Library Association encourages all libraries to include instruction in the use of libraries as one of the primary goals of service."

American Library Association. Association of College and Research Libraries. Bibliographic Instruction Task Force. "Guidelines for Bibliographic Instruction in Academic Libraries." College and Research Libraries News 38 (April 1977): 92.

The ACRL BI Task Force put together guidelines on essential elements and objectives of an instruction program. The guidelines are currently undergoing revision.

"Think Tank Recommendations for Bibliographic Instruction." College and Research Libraries News 42 (Dec. 1981): 394-398.

Six recommendations are made on two main themes: "1) building bridges--to the rest of the profession, to the largest academic community, and to the library schools--and 2) consolidating the discipline by fostering research, publication, critical analysis, and development of an underlying pedagogy of bibliographic instruction."

"Model Statement of Objectives for Academic Bibliographic Instruction." College & Research Libraries News (May 1987): 256-261.

The ACRL BI Task Force on the Model Statement produced objectives for a process-, cognitive-based approach to BI. The objectives are applicable to all library settings.

American Library Association. Presidential Commission on Information Literacy. Final Report. Chicago: American Library Association, 1989.

The Final Report of the Presidential Commission on Information Literacy presents the case for librarians taking a leading role in information education. Extremely well-written and engaging, the report creates a compelling case for information literacy in personal life, in business, and in citizenship. The report has far-reaching implications for all librarians, not just those involved in user education.

Handbooks and Texts

American Association of School Librarians and Association for Educational Communications and Technology. Information Power: Guidelines for School Library Media Programs. Chicago: American Library Association, 1988.

This is an especially valuable handbook for school librarians engaged in the development of school library media programs. Reflective of the leadership school librarians have taken in instruction, the book addresses missions and challenges of school libraries, the roles and responsibilities of school library media specialists, leadership, planning, management, personnel, resources, and association support.

American Library Association. Association of College and Research Libraries. Bibliographic Instruction Section. Policy and Planning Committee. Bibliographic Instruction Handbook. Chicago: American Library Association, 1979.

Contains the "Guidelines for Bibliographic Instruction in Academic Libraries," and an outline of basic considerations in starting up a bibliographic program: Needs assessment checklist, administrative considerations, a timetable, model statement of objectives, and pros and cons of different modes of instruction. A glossary and pathfinder on BI conclude the handbook. Some portions sorely dated. BIS is currently authoring a BI sourcebook to replace this work.

American Library Association. Association of College and Research Libraries. Bibliographic Instruction Section. Research Committee Subcommittee on Evaluation. Evaluating Bibliographic Instruction: A Handbook. Chicago: American Library Association, 1983.

Intended as an introduction to evaluation, this handbook offers direction for the instruction librarian. Includes: Rationale for evaluation; goals and objectives in evaluation; research designs; data-gathering instruments; and data management and statistical analysis. Concludes with an annotated chapter on significant works.

American Library Association. Association of College and Research Libraries. Bibliographic Instruction Section. Continuing Education Committee. Organizing and Managing a Library Instruction Program: Checklists. Chicago: American Library Association, 1980.

This publication consists of twelve checklists librarians can use for initiating or improving an instruction program: Elements of a model instruction program; assessing student needs; assessing instructor interest; administration of a program; developing objectives; instructional modes and materials; teaching librarians to teach; evaluation; collegial and administrative support.

Brottman, May and Mary Loe. The LIRT Library Instruction Handbook. Englewood, CO: Libraries Unlimited, 1990.

The purpose of this handbook "is to provide practical, step-by-step advice to enable institutions to develop programs based on sound theory and to enable practicing instruction librarians to evaluate and improve their own programs." (Introduction) The handbook has chapters on instruction in academic, public, school and special libraries.

Beaubien, Anne K., Sharon A. Hogan, and Mary W. George. Learning the Library: Concepts and Methods for Effective Bibliographic Instruction. New York: Bowker, 1982.

Published as a companion volume to Theories of Bibliographic Education: Designs for Teaching (1982), this book addresses the practical implementation of user education. As a guide to designing instruction programs, the book discusses goals and objectives, needs assessment, curricular design, administration, budgets, resources, and evaluation.

Breivik, Patricia Senn. Planning the Library Instruction Program. Chicago: American Library Association, 1982.

The author hopes to "provide the reader with a clear understanding of the educational and political milieu in which library user-education programs must exist, as well as an understanding of the practical steps involved in planning and implementing them." Stresses the theoretical and philosophical aspects of planning a BI program.

Clark, Alice S. and Kay F. Jones. Teaching Librarians to Teach. Metuchen, NJ: Scarecrow Press, 1986.

Prompted by the need for continuing education designed to enhance and update the teaching skills of instruction librarians, the editors put together a text which serves as a guide for in-service training programs. The book addresses education for bibliographic instruction, good teaching, objectives, motivation, and program evaluation.

Fink, Deborah. Process and Politics in Library Research: A Model for Course Design. Chicago: American Library Association, 1989.

This book is "intended for the professional librarian who, whether developing a new library skills course or revising an existing course, is seeking a dynamic presentation to engage students and transmit enthusiasm for research. This book provides concepts to cover and issues to raise (though not necessarily resolve) in order to stimulate critical thinking." (Introduction)

Mellon, Constance A. Bibliographic Instruction: The Second Generation. Littleton, CO: Libraries Unlimited, 1987.

This book presents the writings of many practitioners whose ideas and research were responsible for transforming BI from a haphazard grassroots activity to an accepted, integrated area of librarianship. The authors intended for the book to be a forum for first generation instruction librarians to discuss the issues, concerns, and challenges of instruction and subsequently establish an agenda for the second generation.

Renford, Beverly and Linnea Hendrickson. Bibliographic Instruction: A Handbook. New York: Neal-Schuman, 1980.

Practical, comprehensive handbook. Explains in detail how to plan for a BI program; how to develop an orientation program, course-related instruction, credit instruction, and computer-assisted instruction programs; how to develop workbooks; and how to use audiovisual materials and equipment.

Roberts, Anne F. and Susan G. Blandy. Library Instruction for Librarians. Englewood, CO: Libraries Unlimited, 1989.

This textbook provides both the mature instruction librarian and the library school student with a concise theoretical, practical, and historical guide to instruction. Written by practitioners, this "how-to" book is based on proven practices, and provides examples of curricular aids, a selective bibliography, and advice to the beginner.

Svinicki, Marilla and Barbara A. Schwartz. Designing Instruction for Library Users. New York: Marcel Dekker, 1987.

Directed primarily at the academic librarian, this text can be used by those involved in user education in any setting. The authors provide a readily usable guide to the instruction design process, including a practical system for categorizing instructional methods, a planning continuum, designing and sequencing instruction, learning theory applied to BI, and assessing the effectiveness of instruction.

Theory, General Discussion, and Case Studies

Frick, Elizabeth. "Information Structure and Bibliographic Instruction." Journal of Academic Librarianship 1 (September, 1975): 12-14.

Examines four levels of bibliographic awareness: Particular reference sources; types of sources; ways in which reference sources reflect the nature of the disciplines they serve; and information structure in the society.

Knapp, Patricia B. The Monteith College Library Experiment. New York: Scarecrow, 1966.

This classic in the field of library education reports on the innovative research project conducted at Monteith College at Wayne State University in 1960. The objectives of the project were "to stimulate and guide students in developing sophisticated understanding of the library and increasing competence in its use." This project influenced the course of bibliographic instruction, and the types of problems and concerns encountered are still being discussed in the literature today.

Reichel, Mary and Mary Ann Ramey. Conceptual Frameworks for Bibliographic Education: Theory into Practice. Littleton, CO: Libraries Unlimited, 1987.

One of the keys to successful teaching is the ability to present ideas in an involving, memorable, yet simple way. The primary focus of this book is how to create intellectual excitement by presenting interesting and challenging material using conceptual frameworks. The chapters present model presentations using systematic literature searching, search strategies in the social sciences, humanities and sciences, and automated search processes.

Library Orientation Series, 1971- . Papers presented at the annual conferences on library orientation held at Eastern Michigan University, published by Pierian Press.

There are many articles on case studies and theory presented in this series. Very good source for information on current topics.

Lubans, John, Jr., ed. Educating the Library User. New York: Bowker, 1974.

This much cited collection of essays, case studies, and research reports discusses user education in many types of libraries. It is divided into three parts: rationale for educating the library user, faculty involvement in library-use instruction, and implementation and evaluation of library-use instruction programs. The editor states it is "the first book on the subject from a total systems point of view."

Lubans, John, Jr., ed. Progress in Educating the Library User. New York: Bowker, 1978.

An update to Educating the Library User, this volume discusses recent trends, innovations and new directions in the field. This work also addresses BI in a variety of types of libraries, as well as in British, Scandinavian, and Canadian libraries.

Marshall, Albert P., ed. "Current Library Use Instruction." Special issue of Library Trends 29 (Summer 1980).

Reviews the history and current trends in BI, elements of a successful BI program, competency-based education and library instruction, research strategies, modes of instruction for the individual, reference service as a teaching function, training and education of library instruction librarians, involvement of the librarian in the total educational process, the computer and user education, and evaluation of bibliographic instruction. The Winter 1991 issue of Library Trends will also be devoted to BI.

McDonald, Frances Beck. The Emerging School Library Media Program. Englewood, CO: Libraries Unlimited, 1988.

With articles contributed by major figures in school librarianship, this collection illustrates the instructional role of library media specialists. The authors reiterate the contributions librarians make to the educational process.

Oberman, Cerise and Katina Strauch, eds. Theories of Bibliographic Education: Designs for Teaching. New York: Bowker, 1982.

This book represents the theoretical foundation for bibliographic instruction as a discipline and is intended as a companion volume to the more practical Learning the Library: Concepts and Methods for Effective Bibliographic Instruction (1982). The essays focus on the theory of information structure and education principles. Emphasizing concept-based learning, the text encourages a shift away from tool-based learning.

Pastine, Maureen and Bill Katz. Integrating Library Use Skills in the General Education Curriculum. New York: Haworth Press, 1989.

This work (published simultaneously as The Reference Librarian, number 24) discusses some of the major ideas underlying integration of library use skills and research methods into general education programs. Book sections are titled: 1) Bridging the Gap Between High School and College; 2) Library Skills in a Community College; 3) Library Skills in Colleges and Universities; 4) Library Use Skills for Off-Campus Programs; 5) Issues Related to Microcomputers and End-User Online Searching; 6) Future of BI.

Tuckett, Harold W. and Carla J. Stoffle. "Learning Theory and the Self-Reliant Library User." RQ 24 (Fall 1984): 58-66.

This article reviews the pedagogical models applied by instruction librarians over time and proposes that a new model which attempts to incorporate cognitive learning theory is emerging.

UNIVERSITY OF ILLINOIS
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LIS 450AC
Betsy Wilson

Library Use Instruction
Fall 1990

NEEDS ASSESSMENT SURVEY

Your Name: _____

1. Why did you enroll in this course?

- a. In response to job requirements _____
- b. To learn about bibliographic instruction _____
- c. To develop a bibliographic instruction program _____
- d. Needed a 1/2 unit course _____
- e. Other (explain) _____

2. Do you have any previous bibliographic instruction experience?

- a. No _____
- b. Yes (please explain) _____

3. What is your reference service experience?

- a. Have taken a reference course _____
- b. Have worked at a reference desk _____
- c. Both a & b _____
- d. None _____
- e. Other (explain) _____

4. Have you ever taught a class?

- a. Yes, I've had responsibility for a formal course _____
- b. Yes, I've presented a lecture, but not had responsibility for a course _____
- c. No, I've never taught _____
- d. Other. Please explain _____

5. In what field(s) is your academic preparation?

6. In what type of library do you work or plan to work after graduation from GSLIS?

- a. College or university _____
- b. Special _____
- c. School _____
- d. Public _____
- e. Other (please comment) _____

7. What type of responsibilities do you have or are you seeking in a library job? (Check all that apply.)

- a. Reference _____
- b. Automation _____
- c. Collection Development _____
- d. Instruction _____
- e. Cataloging _____
- f. Media Services _____
- g. Preservation _____
- h. Administration _____
- i. Microcomputer Services _____
- j. Other (please explain) _____

8. What do you want to get out of this course?

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NEEDS ASSESSMENT SIMULATION

The purpose of this simulation is to allow you to examine the advantages and disadvantages of several needs assessment techniques. The class will be divided into five groups of an equal number of students. Each group will use a different technique to assess the bibliographic instruction needs of the student population. The techniques include:

1. Literature survey
2. Faculty survey
3. Student survey
4. College catalogs
5. Observation

Scenario

You are working in an undergraduate library in a large research university. You have been directed by the Undergraduate Librarian to develop and implement a bibliographic instruction program. Your first step is to assess the bibliographic instruction needs of the international student population.

Description of the Environment:

- A. Institutional Setting: Large state-supported university; emphasis on research; programs particularly strong in engineering, physics, business, agriculture, sport sciences, accounting, music.
- B. Library Facilities and Personnel: Third largest academic library in USA; 7.2 million volumes; 93,913 serial subscriptions; decentralized library system with over 37 departmental libraries; automated circulation system; 100 librarians; 350 support staff; librarians are faculty.
- C. Student Population: 35,152 students (total); 26,597 undergraduates; selective admission (average ACT is 27.5, national average is 18); 8% undergrads are minorities; 7% of students are foreign nationals.
- D. Faculty: 2,796 faculty members; 75% have doctorates; emphasis on research and publication; graduate assistants teach some undergraduate courses.

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WRITING INSTRUCTIONAL OBJECTIVES

I. Class Session Objectives for September 11

General Objective: By the end of class today, each student should have a working knowledge of objectives and should know how to develop well constructed enabling objectives for library use instruction.

T.1. The student will describe the differences between three levels of objectives.

E.1. The student will describe the differences between a general, terminal and an enabling objective.

E.2. Given a list of objectives the student will correctly identify the three levels of objectives.

T.2. The student will know the components of a well constructed enabling objective.

E.1. The student will list the four components of an enabling objective.

E.2. Given a list of verbs, the participant will select the correct words that may be used in stating enabling objectives.

E.3. Given a well constructed enabling objective, the student will identify the actor, the observable behavior or action performed, the situation or conditions, and the criterion or standard.

E.4. Given a list of objectives, the student will identify those that are enabling objectives.

T.3. The student will be able to develop well constructed enabling objectives.

E.1. Given a terminal objective, the student will write an enabling objective which includes the actor, the observable behavior, the situation, and the criterion in two minutes.

T.4. The student will know five criteria for appraising the adequacy of the objective developed.

E.1. The student will list five criteria for appraising objectives.

II. Terminology

General objectives describe the overall goal of a program and what the entire program is designed to achieve.

Terminal objectives (T) break down the general objectives into more specific meaningful units.

Enabling objectives (E) define specific knowledge or skills necessary to achieve the terminal objective; describe the behavior of the person who has mastered the material.

III. Exercises (to be completed in six student groups)

Exercise 1

1. Briefly discuss the difference between general, terminal and enabling objectives.

2. From the following list, identify the general, terminal and enabling objectives:

- _____ a. Given a list of topics and a list of periodical indexes, the user will be able to correctly select, at 85% of the time, the index which covers each topic.
- _____ b. The user can identify useful information from information sources or systems.
- _____ c. The user recognizes the relationship of broader, narrower, and related terms.

Exercise 2

Examine the following two statements. Which statement specifies the learner's behavior?

1. To develop user awareness of the campus library units which contain substantial material relevant to their research needs.
2. Given a topic, the user will identify the campus libraries which contain substantial material relevant to the topic.

Exercise 3

From the following list, check the statements which contain statements of observable behavior.

- _____ 1. The user recognizes that unrecorded information sources exist and can evaluate their potential usefulness.
- _____ 2. Given a topic of recent concern to the federal government, the user can locate citations to information issued by the executive and congressional branches using the Monthly Catalog.
- _____ 3. Given a map of the library, the user can correctly identify the location of the reference desk in a specified time period.
- _____ 4. The user understands the procedures established for charging out a book.
- _____ 5. The user can correctly point to the due date on an overdue notice.
- _____ 6. The user understands how information is organized in his/her own field of interest.

Exercise 4

Underline the situation statement in each of the following:

1. Given a specific topic of current interest, the user can locate two newspaper articles on the topic.
2. Using Sheehy's Guide to Reference Books, the user can identify major reference sources in an unfamiliar field.
3. Given a list of call numbers and location symbols, a user can find the items in the library.
4. While viewing an online catalog display, the user can identify the call number, location, and circulation status.

Exercise 5

Circle the criterion statement in the following enabling objectives:

1. Given a citation from Psychological Abstracts, the user will identify by name all elements of the entry.
2. In two minutes, the user can correctly search the online catalog for a given journal title and volume number.
3. Given a list of topics and a list of CD-ROM periodical indexes, the user will at least 85% of the time select the most appropriate index for each topic.

Exercise 6

Examine the terminal objective below and write three enabling objectives. Remember to include all four components of enabling objectives (the learner, the observable behavior, the situation statement, and the criterion statement).

Terminal Objective: The user can make effective use of the Online Catalog to search for books on a subject.

Note: This class in writing instructional objectives was based on a workshop session lead by Carla J. Stoffle at the Midwest Federation of Library Associations, Detroit, October 1 and 2, 1975.

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Library Use Instruction
Fall 1990

PETALS AROUND A ROSE
(Instructions)

"Petals Around A Rose" is a dice game. There is one clue to the game: the name of the game tells you, more or less, how the game is played. There is one rule to the game: the game is played against yourself and not other people. Therefore, you never reveal the solution to anyone else. Once you have solved the problem, you let the coordinator know by simply giving the correct answer several times.

Divide the group into groups of 4 or 5 persons. Select a coordinator for each subgroup. The coordinators leave the room and are given the following instructions and 6 dice each.

To Coordinator: Throw the dice and, depending on the roll, say out loud, "There are (blank) petals around the rose. Do this a couple of times giving the right answer. Then start going around the circle, throwing the dice and asking each player in turn "How may petals are there around the rose?" Tell the player either, "No, there are no (blank) petals around the rose, or "Yes, there are (blank) petals around the rose." Continue until time is called.

Petals are determined visually. If a die has a center dot and has dots around it, each surrounding dot is counted as a petal. Dice roles are counted as such:

1 : no petals
2 : no petals
3 : 2 petals
4 : no petals
5 : 4 petals
6 : no petals

So if six dice are thrown and the role results in two 2's, one 6, two 5's, and one 3, there would be 10 petals around the rose.

Rationale

1. "Petals Around A Rose" is a learning game designed to upset your equilibrium. Note individual reactions.
2. The game illustrates the learning process: exploration, invention, application.
3. The game forces a process of self regulation.
4. The game requires formal reasoning (formal operational level). Some reports say 50% and as high as 85% of college freshmen are unable to perform at formal operational level.

LECTURE OUTLINE FOR LIS 450AC

August 28, 1990

Betsy Wilson

FIRST CLASS MEETING

- I. WELCOME TO COURSE
- II. INTRODUCTION OF SELF
 - A. Academic preparation
 - B. Work experience
 - C. BI Work experience
 - 1. First experience a disaster
 - 2. Roles at UGL
 - D. Interest in education for BI
 - 1. My own lack of preparation
 - 2. Training GA's and librarians
 - 3. ALISE program / EBI
 - E. Class members introductions / roster
- III. WHY A COURSE IN BI?
 - A. Information literacy (Start w/the quote, p. 1, Final Report)
 - 1. Demands of an information society
 - 2. Skills needed (critical thinking)
 - 3. Information handling
 - 4. Role of librarians (facilitators, educators, consultants, advocates)
 - B. Mature field (Patterson quote) (JELIS Introduction)
 - C. Job requirements (Overhead)
 - D. Proficiency for BI (Overheads)

E. Major goals of the course (Overhead)

1. Practice and theory
2. Bridge course work with job settings

IV. COURSE SYLLABUS & LOGISTICS (Handout)

A. Tuesdays 6:30 - 8:30 p.m.

B. Format

1. First hour: lecture / directed discussion
2. Second hour: activity / speaker

C. Requirements (Overheads)

1. Readings: LIS Library; may add a few at request of guest speakers
2. Class participation
3. Field work
 - a. One-to-one: CD-ROM Information Desk (4 hours; training on 9/18) and TRRC (4 hours; orientation) (Flyer)
 - b. Group (Sept. 11 decisions)
 - 1) Economics 173
 - 2) Subbies
 - 3) OC Workshops (Team teach)
 - c. Grading: S/U for fieldwork
4. Memo: Due Nov. 6
5. Class presentation: Videotaped (feedback)
6. Term project
 - a. Scenarios
 - b. Can design own -- comparable write-up: choice by Sept. 18

D. Due dates

1. Sept. 11 Fieldwork
2. Sept. 18 Scenario
3. Nov. 6 Memo
4. Nov. 20 & 27 Presentation
5. Dec. 10 Project

E. Grading criteria

F. Week-by-week (Go through syllabus) (Overhead)

1. Additions
2. Corrections

G. Scenarios (Pass out & review)

H. Office hours in UGL

I. Bibliographies (Pass out)

V. BI OVERVIEW

A. Why instruction?

1. Goal / purpose
 - a. Efficiency; leveraging staff
 - b. Intrinsic value
 - c. Life-long learning
 - d. Self-sufficient library user

B. Library orientation (Overhead)

1. Physical orientation
2. Tours (various formats), signage, handouts, media
3. Overhead: Sample program

C. Bibliographic instruction (Overhead)

1. Structure of information

2. Independent of specific institution
3. Overhead: Sample program
- D. Information management education (Overhead)
 1. Medical libraries forefront
 2. Matheson Report
 3. Retrieval and handling of information
 4. Overhead: Sample program
- E. Resource-Based Teaching (Overhead)
 1. School library media program
 2. Integration into education process
 3. Loertscher, Eble, Renton, Wehmeyer
 4. Information Power

VI. HISTORY & DEVELOPMENT OF INSTRUCTION

- A. 19th Century Roots
 1. Professionalization of scholarship
 - a. Specialization & disciplines develop
 - b. Model of comprehensive research from Europe
 2. Age of collection building in libraries
 - a. Librarians regarded as selectors and custodians of books
 - b. Improved access through subject cataloging
 - c. Emphasis on organization of materials minimized staff & user interaction
 3. Undergraduates needed guidance in the large collections
 - a. Harvard Library Lectures: 1820
 - b. Library use lectures at Columbia, Cornell & Michigan by 1880

- c. Oberlin College sustained instruction program 1899-1927 (Azariah Root)
- d. Otis Robinson's statement on instruction in 1876 (See page 3 of Reference Chapter)
- 4. Public libraries
 - a. Responded to changes in society & library use by establishing reference services
 - b. Worcester Public Library pioneered personal reference in 1870 (Green)
 - c. Boston Public Library
- B. 1900-1960
 - 1. Development of reference service
 - a. Closely related to professional aspirations of librarians
 - b. Reference desk service (Wyer)
 - 1) "Conservative": teach users to find own materials
 - 2) "Liberal": provide needed materials
 - 3) "Liberal" won out
 - a) role of librarian
 - b) status issue
 - c) territorialities
 - d) economic considerations
 - 2. Development of instruction
 - a. Looked outward to larger educational enterprise
 - b. "Library arts college" (Shores, 1934)
 - c. Teaching With Books (Branscomb, 1940)
 - d. Librarian as teacher dilemma (Shera, 1954)

C. 1960's

1. New impetus for instruction in 1960's
 - a. Demographic changes
 - b. New instructional techniques
 - 1) Programmed instruction
 - 2) Mediated instruction
 - c. Educational changes
 - 1) Research paper
 - 2) Deemphasizing texts
 - d. Increasingly complex bibliographic apparatus
 - e. Information explosion
2. Library - College approach
 - a. Patricia Knapp, Monteith College (1960-61)
 - b. Guided library research
 - c. Systematic view of library
3. Workbook approach
 - a. Miriam Dudley: UCLA
 - b. Tool and institution specific

D. 1970's (Ferment & Development)

1. Integration into the educational structure
 - a. Earlham College
 - b. Sangamon State University
2. Conceptual frameworks
 - a. Kobelski and Reichel
 - b. Jerome Bruner
3. Search strategy

- a. Systematic literature searching
- b. Structure of the literature (Frick, Kirk, McInnis)
- 4. Question analysis
- 5. Problem solving skills (Oberman)
 - a. Piaget-based
 - b. Process oriented
 - c. Learning cycles
- 6. Client-centered user services (Stuffle and Tuckett)
- 7. 1970 Renaissance facilitated by:
 - a. Changes in education
 - b. Rapid growth of collections
 - c. Book-centered education
 - d. Computer applications in libraries
 - e. Changes in reference service
 - f. Grants
 - g. Maturing of instruction literature
 - h. Conferences, workshops
 - i. Clearinghouses (LOEX-pass out flyer)
 - j. Associations
 - k. Standards and guidelines
- E. 1980's
 - 1. ALA Instruction Statement (1980) (See page 15 Reference Chapter)
 - 2. Job requirements
 - 3. Learning theory
 - 4. Technology

5. Evaluation

VII. CURRENT THEORY AND PRACTICE

A. Current theory

1. Information literacy
 - a. Report
 - b. Concerns (Politization & Competency-Testing)
2. Lifelong information management skills
3. Strategies for dealing with short-term information and reference needs in ways which require little librarian time
 - a. Point-of-need media devices
 - b. Users conduct own circulation transactions
 - c. Direct patron access to computer files
 - d. Peer advisors & tutors
 - e. End-user searching instruction
 - f. Support staff / student instruction
4. Critical thinking

VIII. TRENDS AND IMPLICATIONS

A. Changing users

1. Demographic shifts
2. Technological change (remote users, etc.)
3. Educational mandates (problem solving)
4. Social changes (family, leisure)

B. Implications for BI

1. Instructional emphases (critical thinking)
2. Instructional methods (active learning, media)
3. Multicultural learners / styles

4. Equal access to information (haves and have nots)

C. New roles for librarians

1. Advocate for the user

a. Challenging assumptions

b. User needs

2. Consultants

a. Provide advice & guidance in problem-solving process

b. Customized service

c. Offer a context for decision making

3. Librarian as educator

a. To teach how to employ tools as a means of managing the information process

b. To teach mastery of information process

c. Facilitate learning of principles and concepts

IX. NEEDS ASSESSMENT SURVEY

X. NEXT WEEK

A. Readings

B. Information literacy, BI and BI-less library

C. Needs assessment

LECTURE OUTLINE FOR LIS 450AC

September 4, 1990

Betsy Wilson

SECOND CLASS

- I. ANNOUNCEMENTS AND QUESTIONS
 - A. Syllabus
 - B. Reserve readings
 - C. Scenarios by 9/18
 - D. Sign-up for group instruction 9/11
- II. INFORMATION LITERACY, BI, AND THE BI-LESS LIBRARY
 - A. Discussion of Information Literacy Report and Arp essay
 - B. Discussion of Gorman BI-Less Library essay
- III. NEEDS ASSESSMENT OF THE CLASS (pass out)
 - A. Example of survey
 - B. What can I learn from this?
- IV. NEEDS ASSESSMENT SIMULATION
 - A. Purpose: To introduce you to several assessment techniques - strengths and limitations
 - B. Mechanics: Count off in groups
 - C. Directive
 - 1. Setting: UIUC and international students
 - 2. Based on the information your group is given, who will be the group you target for instruction
 - 3. Will spend 1/2 hour with data
 - 4. Select a spokesperson to report on data given, what could be distilled from data, and your recommendation
 - D. Groups work on information; report back to class

-BREAK-

V. NEEDS ASSESSMENT (Consumer analysis, market survey,
community analysis)

A. Importance

1. Basic precept of all library service
2. Basis on which to build program
3. Evidence for informed decisions
4. Helps guard against myths, false assumptions
5. Dynamic, ongoing
 - a. Dramatic demographic changes
 - b. Skill changes

B. External Assessment

1. Society
 - a. Expectations
 - b. Libraries should ... and support
2. Communities
 - a. What libraries exist
 - b. Local resources
 - c. Cooperation
3. Institutional Context (company, system, university,
school)
 - a. Philosophy
 - b. Strength
 - c. Goals and objectives
4. Who are the users? (Definitions: professions;
institutions; self-selection)

- a. Patrons
- b. Students
- c. Faculty
- d. Invisible users
- e. Non-users - do we care?

C. Internal Assessment

1. Resources

- a. Staff, expertise (all levels)
- b. Collections
 - 1) Strengths and limitations
 - 2) Structure
 - 3) Ability to handle increased demands
 - 4) Access
- c. Facilities
 - 1) Space configuration
 - 2) Environment
- d. Equipment and supplies
- e. Budget

2. Current situation: Current progress

VI. METHODS OF NEEDS ASSESSMENT / GATHERING INFORMATION

A. Literature survey

- 1. Local and institutional sources
 - a. Archives
 - b. College catalogs
 - c. Stats
 - d. Annual reports

2. Published sources

- a. Reach beyond library science
- b. Invisible college

B. Survey

C. Observation / Interviews

D. Testing

VII. ANALYSIS

A. Data gathered from external and internal review should generate a profile of the information needs of the users and the institution's ability to meet them.

B. First step is a profile

C. Target group: limits damages, control

VIII. NEXT WEEK

A. Scenario choice

B. Goals and objectives

C. Readings essential

LECTURE OUTLINE FOR LIS 450AC

September 11, 1990

Betsy Wilson

THIRD CLASS

I. ANNOUNCEMENTS

A. Fieldwork sign-up

B. Structure for today

1. 1st hour: Writing objectives workshop

2. 2nd hour: Using model statement

II. WHY GOALS AND OBJECTIVES? (Read p. 7-8 of Midwest)

A. For librarians

1. Aids in selection and structuring of content

2. Focuses material

3. Framework for measurement and evaluation

4. Spin-off advantages

a. Training others (continuity)

b. Articulation to others

c. Validation

B. For learners

1. Gives direction

2. Clear expectations increase motivation

3. Focuses time

4. Allows learner to evaluate progress

C. For both librarian and learner

1. Same wave length on content

2. Same wave length as to expectations

D. Objectives must be written before content is selected

III. WORKSHOP

A. Definitions of objectives

1. General
2. Terminal
3. Enabling / Behavior

B. Enabling Objectives: 4 elements

1. Learner
2. Performance (observable behavior)
 - a. Verbs (page 32)
3. Conditions (situation statement)
 - a. What will learner be provided
 - b. What will learner be denied
 - c. Under what conditions
4. Criterion (acceptable behavior)
 - a. Time limit
 - b. Percentage
 - c. Error tolerance
 - d. Essential terms
 - e. Process standards
 - f. Expert approval

C. Have groups go through workshops. Each group does all exercises, but reports on one.

D. After groups report, discussion of determining goals and objectives

1. Are learning outcomes appropriate?
2. Are all logical outcomes covered?

3. Are objectives attainable given assessment?
4. Are objectives in harmony with philosophy of the institution?
5. Are objectives in harmony with principles of learning?
 - a. Readiness of student
 - b. Motivation
 - c. Transfer value

E. Pitfalls of Writing Objectives

1. False performance (i.e., have an understanding of library science)
2. False sirens and conditions (given that the student has worked on the reference desk)
3. Instructor performance: keep learner the subject
4. False criteria
5. Weak verbs

IV. BREAK

V. MODEL STATEMENT OF OBJECTIVES

A. First model statement 1975

1. Geared toward undergraduates
2. Tool and institution specific
3. Orientation

B. 1985-1989 Model Statement

1. Applies to all
2. Concentrates on processes
3. Doesn't specify technology

- C. Review structure of document
- D. Scenarios - Break into 6 groups
- E. Recorder - Turn in at end of class

VI. NEXT WEEK

- A. Meet in 289 UGL
- B. CD-ROM orientation and scheduling
- C. Scenario sign-up

LIS 450AC

September 18, 1990

FOURTH CLASS MEETING

Room 289, UGL

I. ANNOUNCEMENTS

A. Field work sign-up

B. Structure today

1. 1st hour: Teaching CD-ROM

2. 2nd hour: Lisa Romero will provide orientation to the CD-ROM site and fieldwork

II. TEACHING CD-ROM: CD-ROM REVOLUTION

A. Revolution brought on by CD-ROM

1. Bibliographic databases (InfoTrac, Wilsondisc, ABI Inform, etc.)

2. Full text (Worldbook)

3. OPACs

4. Recon on CD-ROM

5. Archival applications

6. Software transport (PC-SIG)

7. Interactive video

B. Impact on user services, especially BI

1. State of technology

2. Implications for service

3. User reactions and studies

III. CD-ROM TECHNOLOGY (hold up disc)

A. Compact disc - read only memory (Overhead)

1. 4.72 inch standard

2. Encased in plastic

3. Read by narrowly focused laser; no contact
 4. Incredibly cheap storage
 - a. 1500x 5 1/4 inch floppy
 - b. 250,000 pages of text
 - c. 15,000 images
 - d. 74 minutes of sound
 - e. Combination
 5. Attraction for libraries
 - a. Storage
 - b. Durability
 - c. Mixed media
- B. Workstation components (Overhead)
1. Set up
 2. Specs set by product
 3. Compatibility issues
- C. Microcomputer (Overhead)
1. 640K
 2. Hard drive
 3. MS DOS predominates
 4. Color monitor for interfaces
 5. Expansion slot for interface card
 6. Modem if desired
 7. Drive for downloading
- D. CD-ROM reader (Overhead)
1. Size
 2. Stackability

3. Locking
4. Daisy chaining
5. Compatibility
6. Maintenance

E. Printer (Overhead)

1. Noise; cover
2. Paper costs
3. Ribbon / cartridges
4. Durability
5. Don't overbuy a printer

F. Ergonomics (Overhead)

1. Lighting / Glare
2. Height
3. Chair / Back Support
4. Amber over green for visual impairment
5. Electric cords
6. Space to spread out

IV. SERVICE ISSUES (Overhead)

A. Administration - who's responsible?

B. Location

1. Need for staff assistance
2. Glare from windows
3. Access to materials
4. Traffic flow

C. Conditions for use

1. Appointment; first come

2. Time limit (who enforces?)
3. Searching conditional on instruction

D. User instruction

1. Integrate into existing programs
2. New offerings
3. Signage
4. One-to-one preferred

E. Staff training

1. Time
2. Administrative commitment
3. All levels
4. Continuing education; updates; logs
5. Hardware trouble shooting
6. Loss of control if not trained

F. Search aids

1. Commercially available
2. Limited by interface
3. Something to take away - learning style

G. Bibliographic control

1. Cataloging and classifying
2. Holdings (send back discs)

H. Publicity

1. Word of mouth
2. To the unaware

I. Evaluation

1. Users

2. Staff
3. Operations
4. Collections
5. Quality of research, education

J. Selection

1. Who decides; bandwagon
2. Guidelines
 - a. Duplication of print?
3. What's out there?
 - a. See bibliography
 - b. ALA exhibits
 - c. Ads

K. Financial considerations

1. Hardware (if purchasing)
 - a. PS2 30 color - \$2-3,200
 - b. CD-ROM - \$700
 - c. Printer - \$300
 - d. Peripherals - \$150
2. Hardware (if leasing)
 - a. Included in subscription
 - b. Maintenance
3. Supplies
 - a. \$2,000 in paper per terminal / 25,000 student base
4. Subscription costs
 - a. Varies; \$995-10,000
 - b. Budget line

c. Grants

5. Staffing

a. Technical

b. Public service

6. Cost benefits

a. Online cheaper (?)

b. Leverage of large numbers

V. IMPACT ON LIBRARY OPERATIONS (Overhead)

A. Acquisitions (processing, handling)

B. Collection development

C. Cataloging

D. ILL

E. Periodicals

1. Increased demand

2. Microform hardware

3. Alternative delivery mechanisms

F. Circulation

G. Janitorial/recycling/cleaning

VI. ADVANTAGES FOR PUBLIC SERVICE

A. Speed of retrieval

B. Feedback on searching

C. Increased motivation

D. Confidence building

E. Increased opportunities for problem solving

F. Ease of compiling bibliographies

G. No online costs

H. Print outs, keyword, years simultaneously (Overhead)

VII. DISADVANTAGES FOR PUBLIC SERVICE

A. Costs

B. Access

1. Ques

2. Psychological

C. Lack of standards

D. To User (Overhead)

1. Limited scope

2. Lag time

3. Networking

VIII. USER RESPONSE

A. Popular (Overhead)

B. Impatience (Overhead)

C. Cooperativeness (Overhead)

D. Oracle (Overhead)

E. Memory loss (Overhead)

F. Stimulus-response (Overhead)

IX. STUDIES (Overhead)

A. We don't know enough

B. Users enthusiastic if easy and free

C. Subject searches first and foremost

D. Intermediaries are better searches

E. Strategies and Boolean problematic

F. Formal training resisted

1. Strong agreement training not necessary

2. As search time increases, doubt increases, even though success of searches increase

3. Preference for one-to-one

X. INSTRUCTIONAL ISSUES (Overhead)

A. Hardware (10% of questions)

B. Database selection

1. Allen study: 20% most appropriate; 19.5% least

2. Selection difficult; important role for librarians and interfaces

3. Those who preferred print, better with selection

C. Search formulation

D. Context

1. Scope of source; relationship to others

2. Linkage to holdings

E. Overload of choices

1. Printing citations without selection

F. Critical thinking

1. Selection of database and citations

2. Evaluation of information

G. Interface Design Key to End-User

1. Microcomputer revolution

2. Guided design

3. Linkage to holdings

4. Hypertext

5. "If we build it, they will come"

6. Overhead

7. No perfect interface

8. Get involved with vendors

XI. CONCLUSION

A. New services

B. New model of library

C. Enhanced independent access to collections and information

D. Cartoon - "We didn't learn in school today, we retrieved"

** BREAK **

XII. CD-ROM TRAINING BY LISA ROMERO

LECTURE OUTLINE FOR LIS 450AC

September 25, 1990

Betsy Wilson

FIFTH CLASS

I. ANNOUNCEMENTS

A. Today: Learning Theories and BI

1. Learning Game: Petals Around a Rose
2. Lecture

LEARNING THEORIES AND BI

II. LEARNING GAME: PETALS AROUND A ROSE

-BREAK-

III. LEARNING: WHAT IS IT?

A. Standard Definition: RELATIVELY PERMANENT CHANGE IN A
PERSON'S KNOWLEDGE OR BEHAVIOR DUE TO EXPERIENCE
(Overhead 1)

1. Change in content or structure of knowledge or behavior
2. Cause of change is experience rather than drugs, psychological intervention, fatigue, maturation

B. Learning process consists of 3 parts (Overhead 2)

1. Acquisition (Exploration)
2. Assimilation (Invention)
3. Consolidation (Application)

C. Two Schools: Behaviorist and Cognitivist

1. Behaviorist (Overhead 3)
 - a. Focus on observable behavior
 - b. Knowledge derived from sensory experience

- c. Reductionistic
 - d. Mind is a blank slate
 - e. Ideas formed by association of experiences occurring closely together
 - f. Conditioning: stimulus / response
 - 1) Classical: Pavlov's dog
 - 2) Operant conditioning: reinforcement
2. Cognitive (Overhead 4)
- a. Focuses on changes in knowledge
 - b. Mind endowed with cognitive structure (innate structure)
 - c. Holistic: whole greater than parts
 - d. Schemata theory
 - e. Learning is facilitated when learner has an understanding of task to be learned

D. Behaviorists and BI (Overhead 5)

- 1. Objectives
- 2. Workbooks
- 3. Early CAI
- 4. Institution specific

E. Cognitivists and BI (Overhead 6)

- 1. Literature searching
- 2. Conceptual frameworks (Reichel)
- 3. Question analysis (Oberman)
- 4. Learning cycles
- 5. Structure of information (Wilson/Arp)

6. Problem analysis (Breivik & Coons)

IV. FACTORS TO TAKE INTO CONSIDERATION ABOUT HOW INDIVIDUAL LEARN

A. Cognitive Development (Overhead 7)

1. Age

- a. Sensorimotor 0-2 (Physical)
- b. Preoperational 2-7 (Language, perception)
- c. Concrete operational 7-11 (Symbols, learning by doing; Problem solving begins: fat, thin glass)
- d. Formal operational 12-adult (Formulation and testing; hypothetical situations-water running up hill; less egocentric; some estimates that 30% of adults don't get here)

2. Prior knowledge

- a. Schemata theory
- b. Conceptual frameworks

B. Learning Style (Habitual manner of problem solving)
(Overhead 8)

1. Field Dependent / Field Independent

- a. Field dependent: distracted by surrounding; observation; obedience; seek guidance; can't see the trees for the forest; child-rearing practices (cultural) (male vs. female; Asian & Mexican vs. USA); social; groups
- b. Field independent: articulated; analytic; learners-individual; question-answer; child-rearing practices (cultural); predominate mode in U. S. education

2. Spontaneous (Impulsive) / Deliberate (Reflective)
 - a. Spontaneous: prefers complexity; suggest answers quickly; humanities/arts
 - b. Deliberate: step by step; prefers discovery over being informed; works in depth before moving on; order, stability
3. Learning styles and culture
- C. Learning Environment (Overhead 9)
 1. Physical: perceptual, intake, time, mobility
 2. Emotional: motivation, persistence, responsibility, structure
 3. Environmental: sound, light, temperature, design
- D. Mode of Instruction (Overhead 10)
 1. Print
 2. Lecture
 3. Visuals
 4. Hands-On
 5. CAI
 6. Discussion
 7. Provide as many types as appropriate (adaptive education)
- E. Time of Instruction (Overhead 11)
 1. Motivation
 2. Relevancy
 3. Time of need
 4. Psychological state

5. Readiness (Mastery of previous materials)

V. CONCLUSION: WHAT DOES THIS MEAN FOR BI?

- A. Must be aware of how individual learns best
- B. Provide multiple avenues
- C. Critical thinking skills
- D. Active Learning
 - 1. Tell me, I forget; show me, I remember; involve me,
I understand
- E. Clustering techniques
 - 1. Critical thinking
 - 2. Brainstorming
- F. Emotional / Affective (Kuhlthau)

VI. NEXT WEEK

- A. Libraries, instruction and diverse clientele
- B. Speakers: Dennis Norlin

LIS 450AC
October 2, 1990
SIXTH CLASS

I. ANNOUNCEMENTS

A. Online Catalog Workshops

1. Report
2. Additional Sign-Ups

B. Subbies

C. Term Paper Research Counseling Orientation

D. Scenarios

E. Structure Today -

1. Diverse learners
 - a. BI and Persons with Disabilities - Dennis Norlin
 - b. Teaching As If People Mattered

II. BI AND PERSONS WITH DISABILITIES (Dennis Norlin)

***BREAK**

III. TEACHING AS IF PEOPLE MATTERED

- A. Every learner is special
- B. Every learner has special needs
- C. The further an individual is located from the center of distribution, the greater the adaption required
- D. Adaption benefits all
 1. Phone center
 2. Amber screens
 3. Delivery systems
 4. Reach fullest potential
- E. Increasing diversity
 1. Demographics

- a. Decreasing pool of traditional students
 - b. Increased age
 - c. Pluralistic population
- 2. Mainstreaming
- 3. Life-long learning (adult learners)
- 4. Immigration / International students
- 5. Equal Opportunity Programs / Minority enrollments
- F. How users have changed/will change
 - 1. How people learn
 - a. Learning style
 - b. Cognitive level
 - c. Physical situation/limitations
 - 2. Technological change
 - a. Accelerated change
 - b. Computers
 - c. Remote use
 - 3. Educational mandates
 - a. Life-long learning
 - b. Problem solving
 - c. Critical thinking
 - 4. Society
 - a. Family structure-more dynamic
 - b. Information based economy
 - 1) new demands on workers
 - 2) importance of continuing education
 - c. Global interdependence

IV. DIVERSE LEARNERS

A. Gifted Students

1. Definition: IQ (top 2%); creativity
2. Challenges: Boredom, socially isolated, higher level thinking; energetic; turned off
3. Solutions: Cooperative learning; self-directed learning; independent

B. Visually Impaired

1. Challenges: Visual orientation of library; accessibility of library; computers
2. Solutions: Library tour with sighted; special formats (recordings, braille); special facilities (rooms, Kurzweil, magnifying glasses); services (delivery, phone center, voice synthesizers)

C. Hearing Impaired

1. Challenges: Oral communication; use of telephone; language
2. Solutions: Sign language; interpreters; printed instructions; pencil and pad; TDD; lower registers of voice; ask how learner understands best

D. Dexterity Problems

1. Challenges: Use of computers, catalogs, books, photocopiers
2. Solutions: Pencils with erasers; assistance in retrieval; cassette recorders for notes

E. Mobility (Wheelchairs)

1. Challenges: Mobility; shelves; reference desk level; aisles carrying materials; photocopying
2. Solutions: Barrier free design; height of furniture; get on eye level; provide assistance; ask; personal space (wheel is part of body)

F. Adult Learners (andragogy)

1. Challenges: Time; esteem; motivations; autonomous; independent

2. Solutions: Collegial; small groups; self-directed; focus on immediate needs; specifics, to the point; psychological support

G. Non-Native Speakers of English

1. Challenges: Language, jargon, level of language not equal to intelligence; jargon not concepts confusing; linguistic limits misinterpreted as rudeness
2. Solutions: The inviting relationship; not rely on lecture; printed materials; definitions multi-lingual; listen and rephrase; avoid, "do you understand?"; extend self - give name; tours in other languages

H. International Students

1. Challenges: Past experience; learning styles; automation; overwhelming; misunderstanding of role of libraries
2. Solutions: Welcoming; orientation; gatekeepers; special collections; printed narrative for tours; policy sheets; jargon sheet

I. Remote Users

1. Challenges: No direct contact; expectation; hardware get in way; tend to be older; 30% non-university
2. Solutions: Documentation; electronic communication; direct relationship

J. People of Color (Field-dependency)

1. Challenges: Learning styles; middle class notion of cognition; interpersonal intensity; best on verbal; learn best social context; sensitive to opinions of others; support of authority
2. Solutions: Affectivity, groupwork, relationships; man to man not man to object (European vs. non-European); rapport; recognize diversity not monolithic terms; individual consulting; connect personal level

SEVENTH CLASS

I. ANNOUNCEMENTS

A. Today's Class

1. BI in technological environment

II. BI IN TECHNOLOGICAL ENVIRONMENT (Overhead)

A. Does technology really change things?

B. Challenges

1. Tech growth and ability/inability to stay abreast
 - a. Cite examples
 - b. Two classes of librarians
 - c. Continuing education/time
2. Information seeking patterns : we don't know
3. Technology adds to the mystery and complexity of libraries
4. Level and variety of knowledge and skills multiplied
5. False assumption that tech which meets librarians' needs fits users also
6. False or solitary focus on procedural aspects of using technology

C. Human-Machine Interaction (Overhead)

1. Little research but critical
2. Sherry Turkel -- two types of relationships
 - a. Computers as a machine
 - 1) To be controlled and mastered
 - 2) Commands as a means of control

- 3) Dialog inanimate and under user's control
- b. Anthropomorphic
 - 1) Ascribing human characteristics to machine
 - 2) User friendliness seen as a proxy human
 - 3) User relinquishes control
 - 4) Often infrequent users
- 3. Two relationships and effects
 - a. Computer as machine
 - 1) May find menus annoying
 - 2) Annoyed by limitations
 - 3) May reject machine
 - b. Anthropomorphic
 - 1) Blind, noncritical belief
 - 2) Preference for technology in spite of inappropriateness
- 4. Given these two models, implications for BI
 - a. Cognitive knowledge about system significant
 - b. Attitudes present obstacles to learning
 - c. Step-by-step procedural instruction inadequate
 - d. Sound mental models - conceptual frameworks needed
- D. Human-Machine Dialog: User Friendliness
 - 1. Design philosophy of much user-friendly software is the belief that it is necessary to sacrifice search and retrieval power
 - 2. Deceptively simple; totally opaque
 - 3. Users don't know what system did
 - 4. Black box syndrome
 - 5. Blind belief

6. Thwarts learning
 7. Can't analyze or challenge results
 8. Lose contact with overall search process
 9. Must approach searching in relatively inflexible, linear pattern
- E. Individual User Goals and Priorities
1. Time
 - a. For most, use of library materials means to an end
 - b. Librarians expectations on how much time users ought to spend not same as users
 - c. User priorities often conflict with comprehensive searching of librarians
 - d. Coping with overload
 - e. What seems more effective to librarians may be too expensive for users in time and effort
- F. Information Seeking and Libraries
1. Accessibility of information
 - a. Departmental, personal collections
 - b. Invisible college networks
 - c. Telephone
 2. Power of technology
 - a. Anticipation then disappointment
 - b. Remote access not pursued in many places
 - c. Hours, walls not relevant, but libraries adhere to them
 3. Proprietary stance toward technology
 - a. Half-way technology
 - b. Technology which obstructs rather than facilitates

G. BI Issues

1. Inadequacies of approaches
2. Oversimplification
3. Learners learn superficially
4. BI as a professional obligation
5. Conceptual frameworks (Cite UGL)
6. Focus on the tool results in isolation, no framework
 - a. Framework of where tool fits
 - b. Framework of tool itself
7. Need to accommodate varying knowledge, skills, experience, attitudes
8. Focusing on procedures and mechanics is inadequate, for it fails to teach how to integrate information-seeking tool into intellectual lifestyle
9. Gender gap

H. New Roles for Librarians

1. ADVOCATE for information user - research, vendors
2. CONSULTANT: offer a context for decision making
3. EDUCATOR: facilitate learning of concepts and principles that will enable management of the portion of the knowledge spectrum relevant to needs; multiple methods

LIS450 AC

October 16, 1990

EIGHTH CLASS

INSTRUCTIONAL DESIGN AND METHODS

- I. ANNOUNCEMENTS
 - A. Instructional Design Lecture (First Hour)
 - B. Case Studies: Applying Instructional Design
 - C. Presentation on Presentations
- II. INSTRUCTIONAL DESIGN: WHAT WE ARE TRYING TO TEACH, TO WHOM, AND UNDER WHAT CONDITIONS (Overhead 1)
 - A. Goals and objectives
 - B. Assessment
 - 1. Learner(s)
 - 2. Situation
 - 3. Instructor
 - C. Instructional Method
 - D. Sequence of Instruction
 - E. Incorporate Learning Principles
 - F. Evaluate
 - G. Revise
- III. INSTRUCTIONAL METHODS
 - A. Direct to indirect continuum: Degree of control over the learning
 - 1. DIRECT: instructor has total control (instructional system in control: goal is the transmission of information; little participation on the learner's part.
 - 2. INDIRECT: learner is in total control; goal is to have learner discover concepts or apply what they've learned.

3. SEMI-DIRECT: in between; goal is to present student with information and have them use the information during or following the instruction.
 4. CONTINUUM: (see page 7 of Svinicki). Use blackboard and have class categorize the methods. *(see reference book chapter)*
- B. Advantages/Disadvantages of the categories
1. Direct Instruction (Overhead 2)
 - a. Advantages
 - 1) Deliver alot of information
 - 2) Tight control and organization
 - 3) Useful for overviews
 - 4) Cutting edge
 - 5) Can inspire
 - b. Disadvantages
 - 1) Not responsive to indiv. differences
 - 2) Subtle message that there is a correct way of viewing content
 - 3) Little opportunity for student participation or practice
 2. Semi-Direct (Overhead 3)
 - a. Advantages
 - 1) Student participation possible
 - 2) Feedback to student
 - 3) Instructor can still guide
 - b. Disadvantages
 - 1) Time-consuming in student practice and instructor preparation
 - 2) Students may not have necessary skills of summarizing, extracting, generalizing. Instructor may have to provide.

3. Indirect (Overhead 4)

a. Advantages

- 1) Active learning
- 2) Learner responsible for learning

b. Disadvantages

- 1) Unpredictable
- 2) Instructor must think on feet
- 3) Student may not have necessary skills to simultaneously participate, monitor main points, process ideas
- 4) Very time consuming

IV. INSTRUCTIONAL METHOD AND VARIABLES (CONSTRAINTS) (Overhead 5)

A. Learner

1. Background/Prior Knowledge/Schemata
2. Learning skills

B. Situation

1. Time allotted
2. Group size
3. Classroom
4. Aids (Resources)

C. Instructor

1. Abilities
2. Talents

V. SEQUENCE OF INSTRUCTION

A. Learning : Exploration, Assimilation, Application

B. Kolb's Learning Cycle (Overhead 6)

1. Experience

2. Examine
3. Explain
4. Apply

VI. LEARNING PRINCIPLES (MORF) (Overhead 6)

A. Motivation (Motivate Learner) (Experiencing)

1. Need to know
2. Curiosity
3. Relevance
4. Success
5. Interest value of material

B. Organization (Examine)

1. Identify content to be learned
2. Organize content to be learned

C. Response (Active Responding)

1. Transfer of learning
2. Application (jump rope)

D. Feedback (Apply)

E. Application of MORF to Instructional Method (Overhead 8)

VII. APPLYING THE DESIGN PROCESS

A. Case 1 (page 177)

1. The Objectives
2. The Learners
3. The Situation
4. The Instructor
5. Selection of Instructional Method

B. Case 2: CD-ROM Scenario

1. The Objectives
2. The Learners
3. The Situation
4. The Instructor
5. Selection of Instructional Method

C. LIRT Case Book

1. The Objectives
2. The Learners
3. The Situation
4. The Instructor
5. Selection of Instructional Methods

-BREAK-

PRESENTATION ON PRESENTATIONS

VIII. PREPARING TO TEACH/AUDIENCE

- A. What do I know
- B. What can I find out
- C. Size, level, background

IX. THE PRESENTATION ITSELF

- A. Introduction (Motivation) (Prepare second)
- B. Body (Work on this first)
- C. Closure (Do at all costs; main points; feeling of closure)
- D. Tell them what you're going to tell them; tell them; tell them what you told them.
- E. 20 minute increments

X. ORGANIZING SCHEMES

- A. Time sequence
- B. Cause/Effect
- C. Topical
- D. Problem/Solution
- E. Pro/Con
- F. Compare/Contrast
- G. Rule/Example/Rule
- H. Help the learner to follow and organize information presented; a schemata; advanced organizers

XI. THE BEST PRESENTATIONS

- A. Relevant to audience
- B. New information
- C. Humor puts at ease
- D. Associates new with old
- E. Related visually (better retained--overheads, etc.)
- F. Have good organizational scheme

XII. PREPARING YOUR NOTES

- A. Outlines/phrases (verbatim are not as good)
- B. One-sided only
- C. Number notes: avoids problem of dropping, etc.
- D. Large/legible
- E. Margins for notes, questions, keywords
- F. Finish whole thought before next note
- G. Put in pauses, directives to yourself (smile, breathe, etc.)

XIII. DELIVERY

- A. Appropriate appearance (neatness)
- B. Shoes--no heels
- C. Posture gives an image
- D. Some nerves are OK
- E. No caffeine, if nervous
- F. Relaxation techniques (shower, walk, sing, laugh)
- G. Non-verbal cues--70% of what an audience notices is non-verbal
 - a. Voice pitch/pattern: use combinations/inflection and power
- H. Facial expressions
- I. Eye contact: Don't look too long at one person; don't tennis match it; look slightly above the heads

Learner's ability to "recall"	2 hours	3 days
Only lecture	70%	10%
Only showing	72%	20%
Showing and telling	85%	65%

XIV. GESTURES

- A. Make them big/away from the elbows
- B. Purposeful/meaningful
- C. Vigorous and complete
- D. Well-timed, but spontaneous
- E. Move around, but not frantic; tennis match again; distracting
- F. Walk toward audience to wakeup
- G. Practice
- H. Extremely helpful to see this on videotape

XV. OVERHEADS

- A. Cheap, can talk to audience

- B. Don't read them to audience/they can read
- C. Seven lines/seven words
- D. Clarity, variety, understanding
- E. Uppercase takes longer to read
- F. Don't use hand to point (the shakes)
- G. Pointer or pen/leave it there
- H. Turn off overhead or cover
- I. Augment presentation, not be presentation

XVI. OTHER AV

- A. Be prepared to give presentation in case AV doesn't work
- B. Slides very effective, but lose light

XVII. HANDOUTS

- A. For more detail
- B. When to give out--give at beginning if needed for talk
- C. Ask persons to put them aside if in the way
- D. Guidelines for critiquing handouts

XVIII. HINTS

- A. Many aspects of presentation you can control:
The content / the AV / the handouts / the pace
- B. Aspects you can't: The audience
- C. Control those you can through preparation, practice;
use humor if something goes wrong / admit nervousness
- D. Practice, take opportunities to speak

XIX. CLOSURE

- A. Preparing to present
- B. Knowing the audience
- C. Preparing the presentation

- D. Organizational schemes
- E. Qualities of best presentations
- F. Notes
- G. Delivery
- H. Gestures
- I. Overheads
- J. AV and Handouts
- K. Now handouts for all of you

are not exclusive of one another. In fact, an individual can be a deliberate learner when faced with a new task and a spontaneous learner in another situation.

The environment impacts greatly on an individual's ability to learn. Physical constraints include perception, time, and mobility. Emotional constraints include motivation levels, persistence, responsibility and structure. Sound, light, temperature and space design are environmental constraints affecting learning. The librarian must be cognizant of how these various constraints can adversely or positively affect an individual's ability to learn.

INSTRUCTIONAL METHOD

After a needs assessment is completed, goals and objectives are written, and learning styles are examined, the librarian begins the process of deciding what instructional methods to employ. Marilla Svinicki and Barbara Schwartz present an extremely effective system for categorizing and selecting methods in their book Designing Instruction for Library Users. (43)

Svinicki and Schwartz provide a continuum of instructional methods based on who or what determines the sequence of learning events. Based on the degree of control over learning, the continuum places the instructor in total control at one end (direct instruction) and the learner in total control at the other end (indirect instruction). In between the two extremes is semi-direct instruction, where learner and instructor share control of the instruction. Box 6.8 lists various instructional methods as they are placed in the continuum. (44)

Box 6.8		
INSTRUCTIONAL METHODS		
CONTINUUM		
DIRECT	SEMI-DIRECT	INDIRECT
(Instructor Control)	(Shared Control)	(Learner Control)
<u>Group Methods</u>	<u>Group Methods</u>	<u>Group Methods</u>
1. Lecture 2. Demonstration 3. Media (Video, slide-tapes, audio recordings)	1. Lecture/Discussion 2. Case Study 3. Demonstration/Hands-on 4. Workshops	1. Discussion 2. Brainstorming 3. Simulations 4. Games
<u>Individual Methods</u>	<u>Individual Methods</u>	<u>Individual Methods</u>
1. Text and guides 2. Handouts 3. Point-of-use (instruction given at place of use - e.g. a media tutorial on how to use Psychological Abstracts located next to the index)	1. Workbook 2. Worksheets 3. Study guides 4. Programmed instruction 5. Tutoring 6. Term paper counseling 7. Computer-assisted instruction	1. Computer simulations 2. Computer-assisted instruction (notably Hypercard based programs) 3. Contracting 4. Projects (e.g. research paper, resource-based reports)

Direct instruction (instructor control). The primary goal of direct instruction is the efficient delivery of information to the group or individual. In direct instruction, the learner is passive, sitting back and absorbing the lecture, the videotape, or the text. The instructor decides what material is covered and determines how to organize the information. She is the focus of the learner's attention.

When the instructor is in control, she can deliver much information in a relatively short period of time, which can often be quite desirable. Direct instruction is particularly useful for overviews and introductions, and it provides a method for giving leading edge, unpublished information to students. If the instructor is a very good, enthusiastic lecturer, the direct instruction method of the lecture can be inspiring, exciting, and spur the learner's curiosity.

Additionally, the learner does not have to possess any high level skills to learn in an instructor controlled learning situation--other than being attentive and receptive. There are several disadvantages to direct instruction, most notably its unresponsiveness to individual learning styles. There is no opportunity for learner practice, feedback, or direct application of the information presented. In an instructor-controlled environment, a message is transmitted that there is one correct way of seeing things. And, for the vast majority of learners, lectures fall at the bottom of the list of preferred ways to learn.

Semi-direct instruction (shared control). Semi-direct instruction involves the presentation of information by the instructor, followed by student practice or application. The instructor is responsible for the initial presentation of information through a demonstration, example, or reading. Under the instructor's direction, the learner completes tasks or answers questions which allow for the application of the material. Semi-direct instruction demands greater involvement by the learner than direct instruction. The learner becomes an active participant guided by the instructor.

In semi-direct instruction more student participation is possible than in direct instruction. There is the opportunity for the instructor to provide the student with immediate feedback. The instructor can still maintain control of the learning experience, although not as tightly as in direct instruction. Semi-direct instruction does have the drawback of being time-consuming both in student practice and instructor preparation. The learner may not have the necessary skills and knowledge to fully participate in the learning.

Indirect instruction (learner control). Indirect instruction is learning which the student directs. The instructor steps back from the podium, turns off the VCR, and stops posing questions. The learner does the bulk of the postulating, analyzing, and ultimately learning. Indirect instruction is perhaps the most

underutilized method, as many instructors do not have the skills or confidence to effectively facilitate indirect instruction and fear its unpredictability. Like the other two methods, indirect instruction does have its drawbacks, as well as its opportunities.

For the learner, indirect instruction promotes active learning and increases the motivation to learn through involvement and responsibility. Few curricular aids are needed in indirect instruction. Unpredictability is one of the major drawbacks of indirect instruction. The instructor must be poised, confident, and able to think on his feet when the unexpected happens. Indirect instruction can be extremely time-consuming for both instructor and learner. Not applicable to large groups, indirect instruction is ideal for small, highly motivated groups of learners.

No one instructional method serves all situations. Commonly, more than one method is used within a single class session. Imagine a class session which begins with a lecture, incorporates a video production, includes a discussion, and ends with a self-paced worksheet. A variety of teaching methods keeps learners involved, invigorated, and responsive. The beginning instructor will no doubt feel intimidated by using more than one teaching method. Moving from one method to another is a sophisticated teaching skill and one which the instructor will master over time. Only through experimentation, trial and error, innovation and practice will the individual instructor find the mix which works for teacher and student alike.

VARIABLES

	DIRECT	SEMI	INDIRECT
STUDENTS BACKGROUND	—	+	—
LEARNING SKILLS	+	++	---
SITUATION TIME	20-30 min	10-15 min	5-10 min
GROUP SIZE	10-15 students	5-10 students	3-5 students
CLASSROOM	Small	Medium	Large
AIDS	Flash cards Notes	Handouts	Visual aids
INSTRUCTOR	Specialist Conceptual Enthusiastic Active Organized Patient	Generalist Active Enthusiastic Organized Patient	Generalist Active Enthusiastic Organized Patient

DIRECT

* ADVANTAGES

1. Immediate relief of pain
2. Quick action & no anesthesia
3. Effective for all cases
4. Patient suffering with medical conditions
5. Can be repeated as often as necessary

* DISADVANTAGES

1. Not suitable for all cases
2. Not suitable for all cases
3. Not suitable for all cases
4. Not suitable for all cases
5. Not suitable for all cases

SEMI-DIRECT

* ADVANTAGES

* DISADVANTAGES

LIS450 AC

October 23, 1990

NINTH CLASS

Class meets in Room 289 and in the Writing Clinic Classroom (251B) in the Undergraduate Library.

I. ANNOUNCEMENTS

- A. Distribute sample memos and guidelines
- B. Structure of class
 - 1. Curricular fair
 - 2. Demonstrations
 - 3. Group viewings

II. CURRICULAR FAIR

- A. Handouts, guides
- B. Signage
- C. Projection Technology/Desk Top Presentations (Mary Jane Petrowski)
- D. Expert Systems (Mary Beth Allen/Barton Clark)
- E. Interactive Video (Dennis Norlin)
- F. User Interfaces (Bill Mischo or others from the Committee)
- G. CAI (Kathleen Klugel)
- H. Media Programs
 - 1. Battle of the library superstars
 - 2. Learn TV
- I. Lincoln Trail Interface

LIS 450AC
Class Outline
Tenth Class
October 30, 1990

- I. Announcements
 - A. Memos
 - B. Scenario Progress
 - C. Tonight's Agenda
 - 1. Organizations and Decision Making
 - 2. Organization of BI Responsibilities
 - 3. Politics - Managing Up & Down
 - 4. Funding
 - 5. Documentation
 - 6. Marketing
- II. Organizations and Decision Making
 - A. University/College
 - 1. Board of Trustees/Regents/Overseers
 - 2. University Administration
 - a. President/Chancellor
 - b. Vice-President/Vice-Chancellors
 - c. Deans (colleges/schools)
 - d. Heads (departments)
 - 3. Teaching Faculty (& Librarians)
 - a. Full professors
 - b. Associate professors
 - c. Assistant professors
 - d. Instructors
 - e. TAs/GAs/RAs
 - 4. Library Administration
 - a. Director/Dean
 - b. Faculty (?)
 - c. Departmental heads
 - 5. Librarians

6. Support staff
7. Student Assistants

B. Schools

1. The Public/Taxpayers
2. School Board
3. Administration
 - a. Superintendent
 - b. Assistant Superintendent
 - c. Principal
4. Curriculum Committee (Librarians)
5. Department Heads
6. Teachers/Librarians
7. Teaching Aids
8. Students

C. Public Libraries

1. Mayor
2. City Council
3. Library Board
4. Library Director
5. Department Heads
6. Librarians
7. Support Staff

D. Special Libraries

1. Board of Directors
2. President
3. VP Research/Info Systems
4. Librarians

5. Support Staff

E. Examination of Institutional Structure

1. Where are priorities for the library set?
2. Where are staffing decisions made?
3. Where are budget decisions made?
4. Where are programmatic decisions made?
5. Who controls curriculum decisions?
6. Who would make decisions concerning BI?

III. Organization of BI Responsibilities

A. Separate Department

1. Examples: ISU, OSU
2. Unusual
3. Advantages: concentration on BI, visibility, commitment of resources, expertise, hire for specific skills
4. Disadvantages: isolation, not holistic, needs assessment

B. Reference Unit Responsible

1. Advantages: variety of work, needs assessment, broad-based support
2. Disadvantages: overwork, conflicting priorities, skills may not be available

C. Subject Specialists

1. Examples: U. of Colorado, Auraria; UIUC
2. Advantages: subject expertise, job satisfaction, holistic
3. Disadvantages: lack of expertise and commitment

D. Technical Service Staff

1. Examples: TPRC, OCW

2. Advantages: motivation, "the best reference librarian is a cataloger"

3. Disadvantages: skills necessary

E. Staffing for BI (overhead)

1. Existing staff - advantages/disadvantages

2. Recruitment - advantages/disadvantages

3. Volunteers - advantages/disadvantages

4. Issues

a. Education and training

1. Lack of

2. Continuing education

3. In-house

b. Support staff

1. Nature of work

2. Priority shift

IV. Politics of BI

A. Managing up and down and across

B. Personality importance

C. Infiltration

D. Connecting

E. Outreach/involvement/other professions

F. Accreditation

V. Budget (overhead)

A. Importance of funding

1. Budget line

2. Avoid soft \$

3. Incorporate into operating budget

B. Outside funding

1. Matching funds

2. Grants

3. Pitfalls of soft \$
- C. Getting funding
 1. Accountability - results
 2. Notoriety
 3. Grants, awards, publications
 4. Support
- VI. Documentation (the paper trail, the electronic trail, etc.)
(overhead)
 - A. Function
 1. Accountability (increasing)
 2. Communication with others
 3. Continuity
 4. History
 - B. Forms
 1. Annual reports/reports
 2. Memos - the one with the most memo when they die wins
 3. Stats reports
 4. Articles/ERIC documents
- VII. Marketing (not a bad word; librarians shy away from this - something we're not prepared for)
 - A. Needs assessment - what do people need/want
 - B. Develop product to fill need
 - C. Publicize product
 - D. How to market BI? (Brainstorm here)
 1. Have students suggest mechanisms

ELS 400AC
ELEVENTH CLASS MEETING

November 6, 1990

I. ANNOUNCEMENTS

- A. Evaluation
- B. Videotaping

II. EVALUATION

The Art of Asking Questions and Finding Evidence to Make Judgements and Decisions (Overhead)

III. FOUNDATIONS FOR ASSESSING QUALITY (Overhead)

- A. Role of assumptions and values
- B. Sources of educational values
- C. Implicit vs. explicit values
- D. Role of formal goals and objectives
- E. Relationship between program quality and educational values

IV. ABILITY TO ASSESS QUALITY DEPENDS ON (Overhead)

- A. Quality of questions
- B. Quality of evidence
- C. Quality of reasoning

V. IN ASSESSING QUALITY, GOOD QUESTIONS (Overhead)

- A. Challenge values and assumptions
- B. Question performance
- C. Hold us accountable (to our students)
- D. Force judgements

VI. IN ASSESSING QUALITY, GOOD EVIDENCE (Overhead)

- A. Meaningfully addresses QUESTIONS
- B. Improves CREDIBILITY

C. Forces DECISIONS

V. APPROACHES TO SEEKING EVIDENCE

A. Efficiency

1. Personnel
2. Time
3. Knowledge of expertise
4. Administrative support
5. Faculty investments
6. Student investments
7. Budget and resources
8. Program products

B. Description of Process (Description is not evaluation)

1. Program administration (scheduling, etc.)
2. Instructional design (organization)
3. Learning process

C. Outcome measures (Measuring is not evaluation)

1. Faculty and student support
2. Opinion and program satisfaction
3. Attitudinal and perceptual outcomes
4. Cognitive outcomes
5. Skills acquisition

D. Program impact (Evidence is not evaluation)

1. the library
2. the faculty
3. the institution
4. the educational process

5. students

VI. GOALS AND OBJECTIVES

A. Quasi-evaluation

1. Did we set out to do what we said we would?

B. True evaluation

1. Did we set out to do what we said we would?
2. Was what we do of value?

VII. VALUES & ASSUMPTIONS

A. General Education

1. Systematic information seeking is good
2. Librarians can teach this
3. BI is of benefit

B. Cognitive

1. Knowledge of strategy is useful
2. Students will know after instruction and use

C. Pedagogical

1. Instruction method is appropriate
2. Librarian is a good teacher
3. Strategy is accurate and good
4. Examples are good
5. Handouts are good

D. Behavioral

1. Use of strategy is good
2. Knowledge is necessary for use
3. Students will act on knowledge
4. Students use strategy for term paper research

VIII. QUESTIONS

- A. Do they learn how to develop strategy
- B. Do students use strategy
- C. Do students locate useful information
- D. Do instructed students locate more and more useful information

IX. EVIDENCE

A. Anecdotal

- 1. See students using strategy
- 2. Recognize and ask students
- 3. Faculty member reports
- 4. Students ask for assistance

B. Survey

- 1. Ask students if they learned
- 2. Ask students if they found it helpful
- 3. Ask students if they used strategy

C. Test

- 1. Test knowledge by asking for facts
- 2. Test knowledge by having students perform

D. Evidence of Use

- 1. Students keep a diary
- 2. Students develop strategy as part of course
- 3. Examine bibliography

E. Comparisons

- 1. Compare bibliography with those of uninstructed
- 2. Compare results with other evidence

X. JUDGEMENT

- A. Students do or do not know how to develop strategy
- B. Students do or do not use strategy
- C. Students do or do not locate useful information
- D. Instructed students differ from uninstructed students
- E. Teaching does or does not benefit students

XI. DECISIONS

XII. HANDOUTS & DISCUSSION

- A. Survey questions (pink)
- B. Testing (green)
- C. Preparing surveys (yellow)

** BREAK **

XIII. VIDEOTAPING FOR SELF-EVALUATION

LIS 450AC

November 12, 1990

TWELFTH CLASS MEETING

I. ANNOUNCEMENTS

A. Presentation schedule

B. Today's structure: guest practitioners

1. Frances Jacobson-School

2. Mary Jane Petrowski-Academic

LIS450 AC

November 20 and 27, 1990

Thirteenth & Fourteenth Class Meetings

- I. ANNOUNCEMENTS
- II. STUDENT PRESENTATIONS
 - A. Videotaping
 - B. Critique Sheets

Between November 27 and December 4 - Will give critique and grade sheet to each student in GSLIS mailbox.

LIS 450AC

December 4, 1990

FIFTEENTH CLASS MEETING

I. ANNOUNCEMENTS

- A. Recap of presentations
- B. Projects due by December 10 (use UGL as drop off)
- C. Address sheet
- D. Today:
 - 1. Education for BI
 - 2. Professional organizations
 - 3. Summary
 - 4. Course evaluation

II. EDUCATION FOR BI

- A. Dilemma of how to prepare students for BI (Overhead)
 - 1. Mini courses
 - 2. Full courses
 - 3. In reference courses
 - 4. Integrated
 - 5. No attention
- B. Demands of practitioners seen in continuing education and professional organizations
 - 1. ALA Instruction in Use of Libraries 1967
 - 2. ACRL Ad Hoc Committee on BI 1971
 - 3. LOEX 1972
 - 4. BIS 1977
 - a. Education for BI
 - b. Pre-Conferences

3. Learning theory
4. Diverse learners
5. BI in an electronic environment
6. Instructional and curricular design
7. Management
 - a. Personnel
 - b. Decision making
 - c. Budgets
 - d. Marketing
 - e. Documentation
8. Evaluation
9. Guest practitioners
- B. Practice
 1. Class simulations and activities
 2. Memos
 3. Presentation
 4. Fieldwork
 5. Scenarios
- C. Course Objectives
 1. Role and impact of BI
 2. Methods/Modes
 3. Design, implement, evaluate
 4. Literature and organizations
- D. Advice to You
 1. Obligation to publish (evaluation, innovation, failures)
 2. Long process - patience

c. Guidelines, checklists, standards

5. LIRT 1977

6. Clearinghouses: By 1980 - 20

7. Continuing education by practitioners

C. Library Schools

1. Late 1970's workshops

2. Early 1980's some classes

3. A fad (1976 column)

4. No instructors

D. Think Tank 1981

1. ALISE programs

2. Syllabi project

3. Proficiencies study (Overheads)

4. Listing of BI dissertations

E. Think Tank 1989

1. New paradigm

2. User services

3. Present state

III. PROFESSIONAL INVOLVEMENT (Handout)

A. Importance of organizations

B. Relevant organizations

C. How to get involved

IV. SUMMARY

A. Course content (Overhead)

1. Needs assessment: on-going

2. Goals and objectives

PROFESSIONAL ORGANIZATIONS

Lecture Summary
LIS 450AC

December 4, 1990

WHY PROFESSIONAL ORGANIZATIONS?

- *Common concern
- *Clout, guidance, support for work
- *Body of experts
- *Information exchange
- *Continuing education
- *Part of a profession

AMERICAN LIBRARY ASSOCIATION (ALA)

- *Purpose: "Provide leadership for the development, promotion and improvement of library and information services and the profession of librarianship in order to ensure access to information for all."
- *Oldest and largest national library organization. Established in 1876. Justin Windsor first president. First conference held in Philadelphia with 103 persons in attendance.
- *Past presidents have included Charles Cutter, Melville Dewey, Robert Downs, John Cotton Dana, Louis Round Wilson, Keyes Metcalf, Ed Holley, E. J. Josey, Beverly Lynch, Pat Berger. Current president Richard Dougherty.
- *46,455 personal members. 3,028 institutional members.

ORGANIZATION OF ALA

- *Council (governing body of 100 councilors)
- *Executive Board (officers and 8 councilors)
- *Committees (standing and ad hoc)
- *Eleven Divisions, 15 Roundtables, 57 Chapters (e.g. Illinois Library Association). 27 affiliated organizations.
- *Headquarters in Chicago. 260 staff members.

ALA PRODUCTS AND VISIBILITY

- *National Library Week
- *"Read" posters
- * White House Conference
- *Intellectual freedom
- *Lobbying
- *Publications
- *Guidelines

ALA CONFERENCES

- *Midwinter (January), 5,000 attendees. Business of organization.
- *Annual (June/July). 16,000 attendees. Programs, galas, meetings.
- *At both Annual and Midwinter are exhibits and placement.
- *How to "do" a conference:
 1. Map out your schedule.
Preliminary schedule in LIS Library.
 2. Study the ALA Directory for groups which interest you.
 3. When you arrive at the conference, look at the final program and adjust schedule.
 4. Attend orientations (JMRT, BIS, LAMA, etc.)
 5. Schedule time for exhibits, programs, meetings.
 6. Attend meetings. Introduce yourself to chairs. All meetings are open except nominations and awards. Follow-up with letters.
 7. Attend UI alumni gathering traditionally on Sunday evening.
 8. Go to social gatherings (BIS dinner, LAMA dinner, LIRT bites, etc.)

HOW TO GET INVOLVED

- *Join
- *Respond to call for committee members and input. Vice-chair or vice-presidents make appointments for upcoming year. Appointments made in January, effective June.
- *Volunteer as a book reviewer
- *Attend committee meetings
- *Write chairs with your ideas

BENEFITS OF INVOLVEMENT

- *Networking - personal, professional, institutional
- *Revitalizing
- *Placement services
- *Continuing education
- *Standards and guidelines
- *Professional clout
- *Exhibits and programs
- *Travel
- *Periodical subscription with membership
- *Awards/research funding

YOUR PROFESSIONAL OBLIGATIONS & PRIVILEGES

- *Attendance. Plan on \$1,000.00 yearly for travel. Something to negotiate for in job negotiations.
- *Recruit others into the field
- *Participation in accreditation of library education